

THE RELATION BETWEEN THE IMPLEMENTATION
OF LEARNING OBJECTS AND THE LISTENING
SKILLS IN STUDENTS OF BA IN
SPANISH AND ENGLISH

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1. INTRODUCTION

Listening is a demanding skill which develops quicker than speaking and normally affects the development of other language domains such as reading and writing (Scarcella and Oxford, 1992; Oxford, 1993). A reason to justify the previous statement has to do with the fact that people often receive oral instructions or explanations prior to responding in written texts. In order to make sense of the input through listening, people should carefully choose the strategies that match their context namely, generating information in their long term memory with the purpose of making sense of the spoken passages (Murphy, 1985; Mendelsohn, 1994; Young, 1997) or being conversant with learning and teaching strategies by asking learners to use them when intending to understand the text they are listening to.

Moreover, due to the several breakthroughs in the realm of teaching, especially in fostering the development of listening skills, it is possible to identify the importance of technology regarding resources to be proficient in one language. In fact, researchers have been making efforts to implement technology into the enhancement of listening skills (Govindasamy, 2001). As a result, this has led to the creation of approaches such as Computer Assisted Language Learning (CALL) or resources, e.g. Learning Objects (LOs) which can contribute to ease listening troubles in that, if chosen and used well, these means are made of useful contents whose purpose is to meet the students' needs.

Precisely, the study that has now been undertaken aims at investigating the relation between the implementation of Learning Objects (LOs) in the academic English lab

sessions and the development of listening skills in a group of students of BA in Spanish and English at Universidad Popular del Cesar. Valledupar, a north coastal city, is the place where this institution is located. This university gives its students the possibility of becoming English teachers by means of its BA in Spanish and English. This program offers its students the opportunity of complementing their five weekly hours of English classes with taking English lab subject two hours per week at the English lab. There, students are exposed to listening activities that involve the use of Learning Objects (LOs) as a means of developing different exercises that involve the practice of the four macro-skills with the purpose of fostering the improvement of the students' proficient in this language.

The English lab, place where learners implement LOs, was founded in 2009. Throughout the years this subject has been part of the curriculum of the BA in Spanish and English program, there has always been a gap amidst English lab and the English class. In this sense, the coherence, functionality and synchronization among these subjects are intractable. With respect to the way these subjects work, it is relevant to mention that once students finish their academic session at the English lab, neither their English professor nor their English lab one know if students are actually putting into practice what they have learnt at the English lab, especially if LOs are helping students in their learning process. This is a problem because it is unknown if the students of the BA in Spanish and English program can derive much benefit from having English lab classes to improve their proficiency at English language, that is, the relation between the implementation of LOs and the enhancement of listening skills in this group of students has not been defined.

In numerous institutional and English professors' meetings it is a common complaint that a significant number of students are having difficulties regarding their listening skills. In this respect, most of English the professors agree on the fact that the listening skill is an essential one but since a large number of students have difficulty in understanding spoken language this makes the class interaction decrease significantly.

It is worth conducting this study due to it might help to establish whether LOs are fostering the improvement of listening skills in these students. Hence, this research aims to state the relation between the implementation of Learning Objects (LO) into the academic English lab sessions and the development of listening skills in these students of BA in Spanish and English at Universidad Popular del Cesar. This paper it is divided in five sections. The first of them comprises four items: the Introduction that provides an overview of what this research is about. Later, the Rationale attests the contextual concerns and academic reasons that inspired the choice of the topic of research. The Research Question has to do with the specific concern of the current study then, the General and Specific Objectives are presented. In the second section, all the theoretical background of the dissertation is stated namely, Open Educational Resources, Learning objects, Computer-Assisted Language Learning, Teacher Mediation, Listening Processes and Strategies. Then, in the Methodology section the type of study describe the procedure to design instruments, as well as the steps followed to collect and process data. The forth section, the Results, contains a detailed analysis of the data collected based on the theory presented in the theoretical framework; this analysis is divided into seven main subjects concerning

listening issues that are strongly related with the professor and students performance in class. Finally, a brief section of general conclusions with pedagogical implications completes the paper.

2. RATIONALE

The projections of UPC to have BA in Spanish and English students who are proficient in English language entails the need of analyzing several aspects. One of them is the lack of synchronization among the English class and the English Lab subject as well as the lack of information about how suitable or inadequate the use of LOs are for students and to help them overcome listening difficulties that they are experiencing.

With respect to the English lab subject, throughout the years that it has been part of the curriculum of the BA in Spanish and English program in this university, no research has been conducted to examine how much benefit students can get from taking English lab classes to improve their English level. Thus, the development of a project that allows to explore whether the English lab program has any relation with the development of the listening skills in this group of students is the mayor concern of this research, studying the possible causes of this difficulty currently found in the target group. One of those facts that were mentioned at the introduction section was the use of LOs in the in English lab class.

When the appropriateness of LOs for target students have been determined, it will be possible to make suitable decisions and take corrective actions to ameliorate the performance of students at the moment of activating their listening skills.

Eventually, the results of this research will be integrated to the curriculum of the BA in Spanish and English program in order to enhance the academic processes by improving

the communicative competence as well as the coherence regarding the way these target subjects work.

3. RESEARCH QUESTION

The above-mentioned information allows to establish the following question:

What is the relation between the implementation of Learning Objects (LO) into the academic English lab sessions and the development of listening skills in a group of students of BA in Spanish and English at Universidad Popular del Cesar?

4. RESEARCH OBJECTIVES

4.1.General Objective

Establish the relation between the implementation of Learning Objects (LO) into the academic English lab sessions and the development of listening skills in a group of students of BA in Spanish and English at Universidad Popular del Cesar.

4.4.1. Specific Objectives

- Describe the different types of listening activities in the English Class.
- Describe the LOs that are implemented into the English lab sessions.
- Describe how the students interact with the LOs in the English lab sessions.
- Describe the students' use of LOs and the development of listening skills once they have been exposed to learning objects.

5. THEORETICAL FRAMEWORK

5.1. Open Educational Resources (OERs)

*“..there are a number of innovative initiatives
to widen participation in Higher
Education study where OER
contributes both among distance teaching
universities and traditional campus-based
institution.”*

(Lane, 2012)

Open Educational Resources (OER) is a relative new resource. Several names were associated to this movement throughout the history. Actually, from the late 1990s until 2002 it has adopted several names such as open content, open educational content, open learning resources, open educational technologies, open academic resources and open courseware. These are terms that were forgotten at an UNESCO meeting in 2002 wherein the name and concept of Open Educational Resources were approved. In this case, there are numbers of definitions of OERs but the original UNESCO concept defines “OER as teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use or re-purposing by others” (UNESCO, 2011, p.1).

OER movement is relatively new with few Higher Education Institutions (HEIs) publishing or using them, and even fewer using them to widen engagement or participation in Higher education (HE) study. In fact, an overseas view of this movement allows to state that some European distance teaching universities depict OERs as fine elements for confident and experienced learners but most people will require other support mechanisms to achieve participation (Lane, 2012). Since this movement is relatively new, there has been very little written about how OER relate to the institutional mission for HEIs. In the UK, most institutions participating in the public funded United Kingdom Open Educational Resource (UKOER) program were more concerned with the technicalities of publishing OER and how OER may help their teachers (Osborne, 2003). OERs, however, have been adopted by educational institutions around the world. In fact, during the last 4 years there have been remarkable acknowledgements that OER can widen engagement in HE study. This fact shows that OERs go beyond making educational resources both more available and more accessible to more people.

As to the accessibility that OERs offer people, there is room for Open Educational Practice (OEP). The International council for open and distance education in its web page defines OEP as practices that allow to support the invention, use and reuse of high quality OERs. In this sense, according to Andrade (2011) et al., the aim of OEP is “to provide educational opportunities for all citizens”(p. 11). Actually, they agree on the fact that the purpose of OEP is to extend the focus beyond ‘access’ to ‘innovative open educational practices’ (OEP)” (p. 11). Hence, by implementing the use of OERs into the English lab

practice students and teacher might be exposed to the use of virtual pedagogical resources that are likely to be updated by OERs Institutions which will give the professor as well as the students the opportunity of being conversant with state-of-the-art methods to learn English.

With the use of OERs it is expected that students can have more accessibility and availability to the activities that are offered in the English Lab. Regarding these possibilities, the books *Opening Up Education* edited by Iiyoshi and Kumar (2008) as well as *Flexible Pedagogy* by Burge, Campbell Gibson, and Gibson (2011), and the Cape Town Open Education Declaration (Shuttleworth Foundation, n.d.) state a renewed interest in how HE may be made more accessible and available to more people around the world by using and implementing new technologies such as OER. In relation to this new way of education, Ivan Illich (1971) in his book *Deschooling Society* claims a good educational system should have three purposes. First of all, it should provide all who want to learn with access to available resources at any time. Second, it should empower all who want to share what they know in order for others to learn from them. Finally, furnish all who wish to present an issue to the public with the opportunity to make their challenge known.

It is said that those educational resources that are offered by “OERs include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge” (Atkins, Brown, & Hammond, 2007, p. 4). Learning Objects is one of those materials that OERs are made of. Precisely, the following section will deal with this issue.

5.1.1. LEARNING OBJECTS

Likewise OERs, Learning Objects (LOs) have different definitions in the educational realm. This is, LOs can be defined as a “group of digital, self-contained and reusable resources with an educational purpose and constituted by, at least, three internal components: Contents, learning activities and elements of contextualization” (Ministerio de Educación Nacional, 2006, p.31). Another concept of this resource states that LOs are materials designed to be self-contained digital instructional units that can be combined to create a variety of learning experiences (ASTD & Smartforce 2002; Cramer 2007; McGreal 2004).

However, there are special features that define LOs as the most useful computer – assisted learning resources. In this regard, Sakurai and Donelson (2011) attest that there exist six characteristics that differentiate LOs from other computer-assisted learning activities. These elements are: digital, small, self-contained, combinable with other chunks, reusable and adaptable, as well as organized with metadata.

On the other hand, the OER web page Achieve OER (2011) in its fourth version recommends eight features that learning objects should have. That is:

- Degree of Alignment to Standards: This feature is used for identifying how the learning object aligns with standards provided by the resource.
- Quality of Explanation of the Subject Matter: This feature allows to describe how the subject matter is explained thoroughly in the object.

- **Utility of Materials Designed to Support Teaching:** This feature is used for describing the way learning objects include useful materials to present the subject matter.
- **Quality of Assessment:** This feature allows to establish the relationship between the assessment and the content of the learning object.
- **Quality of Technological Interactivity:** This feature is applied to describe the interactivity learning objects offer to students.
- **Quality of Instructional and Practice Exercises:** This feature is used for describing the instructional and practice exercises the objects offer to students.
- **Opportunities for Deeper Learning:** This feature allows to establish the chances learning objects offer students for deeper learning.
- **Assurance of Accessibility:** This feature is crucial for all learners because the materials offered by the object should be fully accessible for all students.

Precisely, those features will be used to describe the learning objects that are part of this research in that such qualities should be fulfilled by any LO.

With respect to how appropriate the LOs are, there exist journals that have published information related to the possibility of having LOs be shaped so that these resources can meet and fit the students' needs and expectations. Actually, Çakiroğlu, Baki, and Akkan (2012) have published in scholarly journals that these resources (LOs) can be

used and shaped easily so that students with different learning needs are likely to derive benefit from them.

Regarding the design of LOs, the creation of them will not be part in this research. In this respect, de Salas and Ellis (2006) mention that teachers can use LOs without designing them to fulfill a variety of learning needs, in this particular case the enhancement of listening. They contend that teachers can also design activities incorporating the LOs for multiple levels of learners, making them very efficient teaching tools.

In the case of the positive results that are likely to be derived from using LOs, the volume entitled *A Case Of Web-Based Inquiry Learning Model Using Learning Objects*, whose purpose was to analyze the effectiveness of learning objects in students' learning reveals that professors and learners were confident of learning benefits when using LOs by virtue of the quality and engagement provided by these resources. (Li, et al., 2006; Akpinar & Simsek, 2007; Kay & Knaack, 2007). This fact shows that there are great chances for target learners to foster the improvement of their listening skills.

To continue with the benefits of using LOs to facilitate language learning, there is one study that indicates that LOs positively affects learner outcomes (Caws 2008). To take the three university-level French courses in Canada, the students that were part of this study utilized an LO repository which were useful for their language learning. In these three levels, LOs were freely accessed by students to supplement their classroom studies.

According to the results of this study, the students reacted well to learning through LOs since the purposes to use them fitted the objectives of the course.

Another benefit of using LOs to teach English is published at the MEXTESOL journal whose volume is entitled Using Learning Objects in English Language Instruction at a Mexican University: Teacher Innovation and Student Responses. This publication contends that nowadays, myriads of teachers are trying to be conversant with the use and implementation of computer technology and internet due to the increasingly essential role these resources play in the educational field. However, for some institutions, teachers and students computer-assisted learning software, might be really expensive and almost impossible to get. In this sense, LOs are the best option to use when trying to implement technology into the pedagogical field because they are cheap and can be accessed freely online.

Any research that is based on using LOs as a resource to teach requires four essential aspects to be covered, that is, availability of opportunities to participate, affordability of those opportunities, accessibility to do so and acceptability of the opportunity (Lane, 2012). The foregoing requirements are fulfilled by the resources that the English lab provides its users. Actually, this place gives the participants of this study the conditions to do a research whose core is LOs. In this sense, target students are likely to use English lab to access those resources so it is possible to identify the advantages or/and disadvantages of using LOs to help students develop listening skills.

5.2.Computer-Assisted Language Learning (CALL)

During the last three decades, CALL has become a well-known tendency in the field of education and has progressed remarkably in this teaching realm. Levy and Stockwell (2006) assert that because of the arrival of technology that made CALL a veritable tool to meet language learners needs, this approach has gained use in the pedagogical field. As a result, myriads of studies have been conducted to explore how relevant the implementation of CALL is into second and foreign language acquisition.

There have been several features that CALL has adopted throughout its history, namely the extensive alterations in pedagogy and its environment, the paradigms of second and foreign language acquisition, among other variations that have to do with this issue. These changes will be analyzed deeply later on.

5.2.1. Theory and Application of CALL

There have been many theories of foreign and second language acquisition that were involved in the implementation of CALL into language. For example, Warschauer & Healey (1998) have said that the application of CALL has gone from behavioristic or communicative CALL to integrative CALL. This fact clearly manifests how CALL intends to educate students by merging valuable features from other approaches in order to create a holistic one.

To continue giving more details about these notions, in the 1970s a feature of the behavioral learning theory was that computers were known as simple resources used to provide students with teaching materials to practice drills repeatedly and mechanically by themselves (Taylor, 1980). Thus, classroom instruction and learning were supported by computers during this period of time. Evidently, the rationale for the implementation of computers into the educational field during this time involved:

1. Repeatedly presenting the same material to students can be a major benefit for their learning.
2. The computer, unlike a teacher, can implement drills repeatedly and give feedback immediately;
3. The computer can allow students to learn at their own pace (Warschauer, 1996).

The foregoing reasons for the use of computers in pedagogy are still applied at the moment, in fact numerous drill programs such as vocabulary and grammar exercises are valid today. By the 1980s, however, researchers such as Ahmad, Greville, Rogers, and Sussex, 1985; Higgins and Johns, 1984; Underwood, 1984 appraised this approach at both the theoretical and the pedagogical level. They claim that CALL courseware and activities barely optimize intrinsic motivation due to the lack of interaction between learner and computer.

Turning from the behavioral learning theory to the communicative CALL, since the 1970s, the latter was directly related to the cognitive theories. With respect to its objective,

communicative CALL contends that computer-based learning activities in the acquisition of a second language should be focused on the use of forms rather than on the forms themselves. As a result, Underwood (1984) states some tenets that have to do with communicative CALL:

1. The activities will focus more on using forms to communicate rather than on the forms themselves.
2. Grammar will always be implicit rather than explicit.
3. Communicative CALL will encourage the student to generate original utterances rather than merely to manipulate prefabricated language.
4. Communicative CALL will not try to judge and evaluate everything the student does.
5. Communicative CALL will avoid telling students they are “wrong.”
6. Communicative CALL will not try to “reward” students with congratulatory message, lights, bells, whistles, or other type of adulatory expression.
7. Communicative CALL will create an environment in which using the target language feels natural, both on screen and off (p. 52-54).

Within this period of time many CALL programs were designed with the purpose of representing all the principles that were previously mentioned. Some features of these

programs included text reconstruction, language games, and courseware for paced reading. The programs extended the computer beyond a tutor model, a “teacher in the machine” (Levy, 1997). This situation was followed by the use of the computer as a stimulus along with the practice of communicative activities. The target context allowed the development of new software which was designed to foster students’ critical thinking, motivation and creativity. In other words, learners were likely to become more active by implementing this software.

By the 1990s, the use of multimedia, computers, as well as the implementation of the Internet for language learning in authentic social contexts arose and with it, integrative CALL became the new trend at that moment. Given this new movement, learners were exposed to more ways of assuming an active role in task-based or content-based learning activities so that they may use speaking, listening, reading, and writing skills by integrating them. A way of interpreting this new perspective of CALL is stated by Fotos and Browne (2004). They disclose that “much of the theory underlying integrative CALL is derived from the Vygotskian sociocultural model of language learning” (p. 6). This insight manifests how crucial interaction is to create meaning. In the case of activities that integrate the four macro-skills, in face to face interaction learners use e-mail, MOOs (multiple-user-domain object oriented environment), role-playing games, and simulation games. All these features show that autonomy in learners plays a vital role in the integrative view of CALL (Healy, 1999). However, it is worth mentioning that nowadays web-based activities have been replacing language-learning software and CD-ROMs gradually.

In short, throughout the past 50 years there have been some changes regarding CALL and its development. These variations might be labeled as stages: tutor, stimulus, and interaction oriented. Bax (2003), however, widely disapproved the previous phases by arguing that nowadays CALL is in the stage of Open Computer-Assisted Language Learning rather than Communicative CALL. To support his case he recommended examining CALL from another angle. In the stage that Bax suggests, different aspects have to be born in mind when implementing CALL into pedagogy, for instance, he contends both that the computer is used for genuine communication and that standardization along with integrated CALL are the finality of CALL. As a matter of fact, for Bax teaching is something abstract and a very strong part of daily practice. Unfortunately, the way how pens and books have been thoroughly adopted in the classroom contrasts with the non-integration of computers into the curriculum of all classes. In other words, CALL has hardly achieved the normalized stage because of, for Bax, the use of computers to foster language learning is not consistent with what is established in the curriculum of educational institutions.

At the present time, technologies are used as communication tools which are likely to provide learners with the opportunity of using language more effectively, that is it allows students to foster the development of communicative tasks in authentic and diverse contexts.

5.2.2. Teacher Preparation for CALL

With respect to the second language acquisition realm and the foreign language learning field, language practitioners have been discussing lately how suitable or inadequate it is to implement technology into language learning and teaching. In this sense, Warschauer and Healey (1998) mention that one key to guarantee effectiveness of instruction is to enhance the use and knowledge of CALL. However, Kessler (2006) promulgates that language graduate programs and professional development in colleges hardly include preparation for pre-service and in-service programs and professional development teachers in language. Based on this thought, with the purpose of assuring effectiveness in implementing CALL into language learning and teaching, language practitioners are in direct need of receiving accurate training for undertaking this endeavor.

Grau (1996) mentions that language practitioner' training with CALL should include electronic communication such as email, discussion boards and file sharing. In this same area, Fotos and Browne (2004) propose the use of the Internet which entails the implementation of computer-mediated communication as well as course management system. Finally, Son (2002) states that advanced skills should be part of a teacher training with CALL. Under this category are video conferencing and Weblogs.

Regarding the teachers' professional development for information and communication (ICT) and language, Slaouti and Motteram (2006) conducted a study which consisted on examining the graduate teachers' perceptions in this field of technology and its

implementation into pedagogy. As a result, they designed four modules that have to do with the professional development of English practitioners:

1. Computers and video in the language classroom (CVLC): This module consists on testing teachers' experiences and their performance with the domain of basic technology such as word processors, the Internet, or applications that are related with their language teaching contexts and practice.
2. Computer assisted language learning (CALL): This module is focused on the development of teachers' skills which are needed to create pedagogical materials for learning tasks by using computers.
3. Multimedia in language education (MLE): This technology module is related to teachers' skills in video content and different tools within online learning environment.
4. Computers, language and context (CLC): this module fosters the development of a critical thinking which allows teachers to reflect about the way technology changes instruction and their roles within a technology-rich environment.

5.3. Teacher Mediation

The following information regarding teachers' professional development is strongly related to the improvement of teachers' skills in learning new technology. However, Levy (1996) contends that dealing with all technologies in a training program for teachers is

rather useless and irrational. In other words, just because English practitioners are conversant with all technologies, it hardly implies they will be able to successfully implement them into their practices, especially when they ignore how to integrate them into teaching and learning. In this sense, Northrup and Little (1996) mentioned that in teacher preparation as well as in professional development programs, instructional technology should always be included.

In order to put into practice Northrup and Little's opinion, it is recommended to go backwards in history and study Shulman's (1986) investigation which focused on pedagogic content. His findings provided a system for organizing information as a framework to be considered by language teacher education and information and communication technology (ICT) in CALL. The framework involves:

1. Content knowledge: It focuses on how to use major paradigms in pedagogy and learning with ICT. Among those models are behaviorism, communicative approach, and constructivism.
2. General pedagogical knowledge: In this category are analyzed the approaches to visually and physically integrate and manage ICT in teacher's classrooms.
3. Curriculum knowledge: It has to do with how to integrate ICT and resources into the curriculum.
4. Knowledge of learners: It is focused on the learners and how they are affected by the pedagogical methods with ICT.

5. Knowledge of educational contexts: It is concerned with the way the technology influences the infrastructure and physical environment on pedagogy and learning.
6. Knowledge of educational ends: This category deals with the philosophical and moral issues that are needed when attempting to use technology in teaching and learning.

The above framework bridges the gap between pedagogy and technological skills in CALL. Moreover, it also helps balance the development of technology knowledge and skills with pedagogy which should be a factor of interest for both pre-service and in-service language teachers training. Regarding the form of linking pedagogy and technological skills in CALL, Kessler (2006) suggested four recommendations: “involve a specialist, involve all stakeholders, provide incentives, and keep use relevant” (p. 34-35). These four suggestions show that in language teachers’ preparation programs, there should be a CALL specialist whose role allows to prepare them effectively and introduce them to substantial principles and applications to CALL.

In this sense, since the group of students which constitute this research are pre-service teachers, the most relevant part of CALL should contain information on how to use this approach. Consequently, these students will be likely to apply what they learn with technology to their classes.

5.4. Listening Processes

The opportunity of implementing technology tools into the second language classroom affords new opportunities to enhance language learning. Precisely, the context where this investigation takes place affords the use of technology inside the English lab, especially in the area of listening which according to Scarcella and Oxford, 1992; Oxford, 1993, is one of the most crucial skills. They stated that this linguistic domain is developed faster than speaking and it is likely to influence the development of reading and writing abilities in learning a new language. On the other hand, Vandergrift (2004) states that listening skill is perhaps, out of the four macro-skills, the hardest one to learn since it is barely as explicit as the rest of them.

In addition, this skill entails listeners to draw upon their background knowledge of both the world and second language in order to make meaning from the oral input (Byrnes, 1984; Nagle & Sanders, 1986; Young, 1997). With the purpose of making their own interpretations of the oral input, this linguistic competence also requires listeners to store information in their long term memory (Murphy, 1985; Mendelsohn, 1994; Young, 1997).

The foregoing information allows considering teaching listening as a complex process that involves many aspects such as listening approaches, listening strategies, listening stages as well as the incorporation of new technology. Hence, the following paragraphs will deal with what research has found in the teaching of listening.

In the case of the approaches, the research entitled implementing computer-assisted language learning in the teaching of second language listening skills (2011) mentions that Top Down and Bottom Up are widely known as effective approaches to language learning. Actually, this research has suggested that one of the most accurate forms to improve listening for students learning another language is using Top Down and Bottom Up together since it allows students to benefit from each approach rather than focusing on one isolated process.

5.4.1. Top Down processing

It can be defined as the way learners comprehend language by connecting it with “prior knowledge and through familiarity with the situational context” (Morley, 2001, p. 74). Actually, it is vital that teachers make use of the learners’ prior knowledge which can be considered as a pre-listening phase that serves to prepare the students for the particular listening activity. Numerous researchers, such as Brown (2006) contends that there are different ways to aid students in activating prior knowledge for instance, explaining learners the purpose for listening or giving students a well-structure speaking task informed in order for them to interact properly when giving feedback about what they have listened to.

Based on the information provided before, it is evident how difficult this listening process is. However, with the purpose of easing this complex process, as mentioned above,

teachers can use conscious mental processes by activating learners' prior knowledge. Thus, it is vital to say that prior knowledge is organized in schemata and scripts. According to Hoey (2001), Schemata and scripts take place in the listener's mind. As regards to schemata's definition, it is said that they are static representations of knowledge, in other words, schemata show links between facts without mentioning them. This is possible since the mind is able to associate concepts and images which allows to create the expected outcome or representation of knowledge.

On the other hand, scripts are defined as narrative representations of knowledge. This means that scripts show the sequence in which events occur. As a result, schemata and scripts are both activated at the same time and might help understand the listening process since there is an intrinsic process that is held in the listener's mind which benefits greatly the possibility of relating the oral test (input) with the prior knowledge to generate a proper answer (output).

The information stated before allows determining that the use of a top-down approach to listening would probably have students behaving like native. That is, students are likely to be conversant with the topic as well as the culture of the context by accessing the information stored in long-term memory (Vandergrift, 2003). In this sense, by putting into practice a top-down processing approach, students are likely to gain a more authentic interest in developing listening activities which would have target learners acquire what is being heard rather than memorizing and forgetting new knowledge once it has been used.

5.4.2. Bottom-up processing

Vandergrift (2003) suggests that bottom-up approach provides language learners with the opportunity of building an understanding from a listening text by establishing meaningful connections that have to do with grammar and lexical items. Precisely, the use of bottom-up processing allows students to establish a connection with the construction of meaning which is better shaped by means of their linguistic repertoire. Morley (2001) is one of the authors that have contributed to this field. She mentions that students are conversant with the meaning of an oral text by means of the bottom-up processing by providing them with chances to build an understanding from this type of text while offering learners the possibility of establishing useful links from the oral text they are listening to.

Morley considers the listener should always listen carefully to spoken text in order to perform well when using bottom-up processing (Morley, 2001). This is strongly justified since oral input involves different details that need to be understood by the listener at the moment of implementing a bottom-up approach. In this sense, Brown (2007) concurs with Morley's opinion. He claims that words, sounds and other factors that have to do with oral output are involved in grammatical configurations which shape the understanding of the output by means of the bottom-up processing.

However, Brown (2007) claims that bottom-up might preclude learners from acquiring automaticity in relation to spoken input. Hence, he suggests that teachers should be careful in employing bottom-up processing frequently. In this sense, top-down and

bottom up's features will be used together in order to hamper inadequate outcomes from students.

With the previous analysis of the listening processes, that is Bottom up and top down, it is worth going through the listening strategies that learners are likely to use when being exposed to oral text.

5.5. Listening Strategies

Listening involves processes that can be encountered in the realm of physiology and cognition (Field, 2002; Lynch, 2002). There are five key strategies for listening: predicting, selective listening, listening for different purposes, inferencing and personalizing whose use might increase the enhancement of understanding spoken English to bridge the gap between what successful foreign-language listening comprehension entails and the effective type of practice inside the classroom (Nunan, 2006).

Moreover, O'Malley, Chamot, and Kupper, (1989), Vandergrift (1997;2003), Goh (2002) Liu (2008) and Field (2003) among other researchers have contributed to the study of the listening strategies and its relationship with listening abilities. In fact, O'Malley and Chamot (1990) propose three categories that include some of the listening strategies stated in the above-mentioned paragraph and help learners acquire, store, retrieve, and use information. These categories are meta-cognitive, cognitive, and socio-affective. In this

sense, O'Malley, Chamot, & Küpper (1989), Vandergrift (1997) specify what learning strategies are involved in those categories. This is illustrated in table 1.

Category	Metacognitive	Cognitive	Socio-affective.
Strategies	Planning	Inferencing	Cooperating with classmates
	Monitoring	Repeating	Questioning the teacher for clarification.
	Evaluating	Deduction	Applying specific techniques to lower anxiety.
	Problem solving	Imagery	
		Elaboration	
		Note taking	
		Translation	

Table 1 Learning strategies with their categories.

Bearing in mind the previous description, the five strategies proposed by Nunan (2006) only address the cognitive category. The way he states these strategies allows to conclude that whereas O'Malley, Chamot and Küpper (1989) and Vandergrift (1997) go deeper in the study of the listening strategies by establishing three categories to cover them, Nunan left aside the metacognitive and socio-affective categories, which are likely to be of use to students in their learning process.

In the learning strategies field, studies that are directly related to their use in the listening realm have been conducted. The research entitled *The Listening Comprehension Strategies Used by College Students to Cope with the Aural Problems in EFL Classes: An Analytical Study* is similar to the research that is being carried out in this study. Actually, the aim of that study was to analyze the difficulties students encounter while being exposed to the oral text, listening processes and strategies. This research is supported by bibliographical sources such as Song (2008) who asserts that when learners ignore how to use listening strategies, they are likely to fail at giving meaning to the information they listen to.

Having gone through the listening strategies that students are likely to use at the moment of listening, it is relevant to be familiar with the listening stages that a listening lesson should include.

5.6. Listening Stages

Throughout English teaching history, listening in language classes has been used with the purpose of presenting new grammar. Nowadays, this situation has been changing as researchers realized students needed to improve their listening skills to become more proficient in the English language. Actually, some of the aspects that gave teachers the possibility of identifying this change were the stages of listening activities that have been identified by some researchers who became aware of how important this skill is likely to be in students' learning process.

In the case of the listening stages, Field (2002) examines two standard formats for teaching listening by contrasting them (see tables 2 and 3).

Four decades ago format	
Stages	Type of activity
<ul style="list-style-type: none"> • Pre-listening: 	<ul style="list-style-type: none"> ✓ Pre-teaching of all important new vocabulary in the passage.
<ul style="list-style-type: none"> • Listening: 	<ul style="list-style-type: none"> ✓ Extensive listening (followed by general questions establishing context). ✓ Intensive listening (followed by detailed comprehension questions).
<ul style="list-style-type: none"> • Post-listening: 	<ul style="list-style-type: none"> ✓ Analysis of the language in the text (why did the learners use the present perfect) ✓ Listen and repeat: teacher pauses the tape, learners repeat word.

Table 2. Old English stage (“English Teaching Professional,”1998).

Today’s format	
Stage	Type of activity
<ul style="list-style-type: none"> • Pre-listening: 	<ul style="list-style-type: none"> ✓ Set context. ✓ Create motivation.

	✓ Establish the objective of the lesson.
• Listening:	✓ Extensive listening (followed by questions of context and attitude). ✓ Preset task/preset questions. ✓ Intensive listening. ✓ Checking answers.
• Post-listening:	✓ Examining functional language ✓ Inferring vocabulary meaning.

Table 3. Current English stages (Field John, 2002, p. 245).

Based on the contrast between these two ways of approaching, it is evident that strategic listening has changed as well as listening methodology. However, Field (2002) argues that these changes are hardly as important as the ones that have to be made in planning a listening lesson. In fact, he agrees that it is highly recommended to focus on the process of listening rather than being interested in the product. In this sense, it is possible to see that the main idea of a listening lesson is diagnostic namely, trying to solve those listening difficulties that students experience in performing listening activities (Field, 2002). Moreover, Rost (1994) has attested that the potential problems students can face at the moment of being exposed to an oral test may be diminished if students understand input at the right language level. One of the steps that can be covered to help students

comprehend oral input is making learners aware of the objective of the lesson (Nunan, 1999).

Throughout this section several terms were defined, namely CALL approach, teacher mediation, OERs, LOs, Bottom up and top down processes, listening strategies, and listening stages. The definitions of these words are strongly related to this study in that they are the bibliographical source whose use will provide this paper with the theory needed when trying to answer the research question. Another vital requirement to carry out this research is to establish the methodology of the study. This will be determined in the following section.

6. METHODOLOGY

“Qualitative research is a situated activity

that locates the observer in the world.

It consists of a set of interpretative, material practices

that make the world visible.

(Denzin & Lincon, 2005, p.3)

Bearing in mind the above-mentioned definition, this research project is based on the qualitative approach. That is to say, as a qualitative researcher it is a must to analyze phenomena in their natural settings in order to interpret as well as to make sense of them. Hence, this investigative approach is likely to seek the reasons why these phenomena occur by means of the study of the collected information (QSR International Pty Ltd, 2007).

6.1. Qualitative Research

Seliger and Shohamy (1989) suggest that the descriptions of phenomena that are held naturally can be depicted by means of qualitative research.

Bearing in mind this fact, wherever a researcher intends to explore or analyze second language acquisition naturally, qualitative research might be the best approach to conduct an investigation.

This sort of research is used mostly in disciplines that deal with defining relative reactions which are produced by contextual factors or human behavior. The study of internal or external causes that allow determining whether the English lab subject has a relation to the enhancement of the listening skills in this group of students, as it was previously described, is the problem under study. Hence, it requires that this investigation is carried out by means of the qualitative approach because “a problem or issue needs to be explored” (Creswell, 2007, p.39). That is why; the understanding of this problem that is under exploration is likely to be answered through the use of qualitative research.

6.1.2. Case Study Methodology

There are several approaches to qualitative inquiry namely, narrative, phenomenology, grounded theory, ethnographic and case studies. The latter is an ideal methodology when a holistic, in-depth investigation is needed (Feagin, Orum, & Sjberg, 1991). In this sense, the context of this research and the procedures for conducting this qualitative study will have as a core the case study approach. The reason of this choose is justified in trying to “understand a problem using the case as a specific illustration”

(Creswell, 2007, p.73). In fact, this approach demands the examining of a particular situation analyzed by means of the features of the case employing a certain system.

Case study approach is considered by several authors as a methodology, a comprehensive research strategy or a strategy of inquiry (Denzin & Lincon, 2005; Merriam, 1998; Yin, 2003). In other words, it can be defined as a type of design in qualitative approach wherein the researcher examines a certain system through detailed data collection which involves the use of several sources of information, for instance, direct observations and interviews. These are described later on.

There are several types of case of study: Yin (1993) suggests three of them: Exploratory, which is sometimes considered as a prelude to social research, Explanatory, that is a case study whose use allows to carry out causal investigations and Descriptive, which to be developed needs from a descriptive theory to start the project.

On the other hand, Stake (1995) has identified other specific types of studies: the single instrumental case study that is used to understand more than what is obvious to the observer, the collective or multiple case study, which gives investigators the opportunity to research a group of cases and the intrinsic case study that is used when the researcher has an interest in the case.

At the intrinsic case study, the case is directly predicated on the unit of analysis since the latter has a crucial role in this type of methodology. In this sense, Tellis (1997) has contended that intrinsic case study is hardly seen as an individual or group of individuals

because it is basically a system of action. He also claims that case studies are likely to be selective, focusing on one or two issues that are fundamental to understanding the system being examined.

In this research I intend to use intrinsic case study due to this investigation is focused on the case itself (Stake, 1995), that is, analyze the relation between the implementation of Learning Objects (LO) into the academic English lab sessions and the linguistic development (listening) in a group of students of BA in Spanish and English at Universidad Popular del Cesar.

Hence, I will intend to follow the four stages that Yin (1994) and Freeman (1998) recommend:

1. Design the case study,
2. Conduct the case study,
3. Analyze the case study evidence, and
4. Develop the conclusions, recommendations and implications.

Yin (1994) also invites researchers to put into practice five skills so that the investigation can be conducted well. The first procedure is to have the ability to ask good questions and to interpret the responses. The second ability is being a good listener. Then, he recommends to be adaptive and flexible in order to comprehend and tolerate the different situations that might arise from the research. The fourth skill suggested by this author is to have a firm grasp of issues being studied. Finally, researchers should be

unbiased by preconceived notions. These series of recommendations can be summarized in the following statement: The investigator must be able to function as a "senior" researcher (Feagin, Orum, & Sjoberg, 1991).

In short, case study will be the used in this research since it allows to be concentrated on the case itself with the purpose of understanding the system or case being examined. To do so, it is nourished by different instruments that are described as follows.

6.2.Instruments

Several instruments for data collection will be used in order to both ensure the validity as well as the reliability of the research process and obtain different appreciation over variables, context, facts and people. To get some perspective on the instruments that will be used for collecting and analyzing information in this research it is relevant to mention that this study will use direct observations, interviews and focus group technique to obtain the information required to solve the research question. Actually, these instruments are described and justified as follows:

6.2.1. Direct Observations

In order to carry out scientific observation it is a must to develop a systematic process which includes the design of the observation procedure so that the results can be analyzed. It is said that classroom observation was first used to solve the problem supervisors faced

when evaluating their trainees' classroom performance (Allwright, 1988). Nowadays, it is a veritable source to research our students' behavior as well. Nevertheless, the focus of the observation may include ourselves as teachers and the context in which we teach (Wallace, 1998). In relation to its advantages, when observation is employed as a tool to research the collected data may be highly reliable. Some people, however, may act differently if they realize they are being observed and experience a discomfort feeling when the observation is being held.

Being conscious about the purpose of the observation is another crucial factor in this process. Actually, in this particular context observations are likely to be used to describe the LOs that are implemented into the English lab sessions as well as to describe the students' performance when being exposed to activities that involve the implementation of LOs.

According to Leon & Montero, 2003, p. 75, these are the questions that a systematic observation must include:

- ✓ *What* to observe?
- ✓ *How* the subject (event) was done?
- ✓ *When* were the events observed?
- ✓ *Where* were the events observed?

Each one of the qualitative observations aimed to look for features of the class, specifically the way LOs and the activities that involve their use are developed. This might help understand processes and identify problems to generate knowledge (Hernández Sapiერი, Fernandez Collado, & Baptista Lucio, 2010).

6.2.2. Interviews

“The purpose of the interview is to obtain information by actually talking to the subject”

(Seliger and Shohamy, 1989)

This data collection technique can be used by the researcher within a case study research. This method for collecting data is described by Burns and Hood (1995) as unplanned, planned or structure interactions performed by researchers in face to face oral sessions. These authors explain that this technique gives the researcher flexibility regarding the questions, schedules or procedures to conduct an interview.

In the case of this study, once it has been described the LOs that are implicit in the activities along with the students' performance when being exposed to them, it will be possible to analyze the different types of activities (listening) that are performed with the implementation of the LOs into the English lab sessions. For this, techniques to interview teachers as well as students in different levels will be used. One of these techniques is “in

deep” interview which will be used mainly due to its descriptive and discovering nature (Leon & Montero, 2003).

6.2.3. Focus group interview

The group interview is another type of interview which could be applied to a sample of teachers or students. As a result, discussions and opinions are the main source of information for the researcher. In this sense, different kinds of questions need to be designed according to the interviewed person or people. With respect to this, Hernandez Sampieri, Fernandez Collado, & Baptista Lucio (2010) classify questions into four kinds (see table 4).

Type of questions	Features
General questions	Usually state global ideas
Example questions	Ask for an example
Questions of structure	ask for a list of items
Contrast questions	Inquire about similarities and differences with a convergent point

Table 4. Interview questions (Hernandez Sampieri, Fernandez Collado, & Baptista Lucio, 2010, p.455)

Apart from the types of interviews, Seliger and Shohamy (1989) have established that the nature of the interview gives researchers two possibilities to access different types of data. They mention that the open interview will allow investigators to collect more

elaborate data namely, impressions, descriptions and narratives. Finally, the authors quoted before propose a second way to elicit data. The structured interview which provide the researcher with concise data.

The following table depicts the specific objectives with the techniques and instruments that will be used to generate data. The participants that will have an active role when implementing the instruments are determined as well.

Specific Objectives	Techniques	Instruments
<ul style="list-style-type: none"> Describe the different types of listening activities in the English class. 	Interview (English professor) Focus group (students) Observations (English class)	Transcriptions of the interviews and observations.
<ul style="list-style-type: none"> Describe the LOs that are implemented into the English lab sessions. 	Focus group (students) Observations (English lab observation).	Transcriptions of the interview and observations.
<ul style="list-style-type: none"> Describe how the students interact with the LOs in the English lab sessions. 	Focus interview (students) Observations (English lab class)	Transcription of the interviews and observations.

<ul style="list-style-type: none"> • Relate students' use of LOs and the development of listening skills once they have been exposed to learning objects 	<p>Interview (English professor)</p> <p>Focus interview (students)</p> <p>Observation (English lab class)</p>	<p>Transcription of the interviews and observations.</p>
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Table 5 Specific Objectives with its techniques and instruments

As it was depicted in table number 5, each of the instruments will aim at a specific subject. In the case of the observations, three of them will be carried out inside the English class in order to collect data regarding the unit four that students are working on. The development of this unit, whose name was “News from around the Globe” is planned to last one week and a half.

The other three observations will have place in the English lab sessions. The purpose of those observations is to describe the way the professor leads a listening class, the learning objects learners implement at the English lab as well as the form students interact with those learning instruments.

In relation to the interviews, the first of them will have as an interlocutor the English professor of the target group. There will be also a focus group interview where seven students have already volunteered to be part of it as well.

6.3. Data Analysis.

Once the instruments were applied, the first action that was involved in this analysis was transcribe the data from observations then, to code the transcriptions from the English classes in order to organize them in terms of turns, professor speech, students' speech, type of activity, learning strategy and the category of the target strategy. It was also born in mind the professor's and students' behavior during the English classes observed.

With respect to the measures that were taken to interpret the information gathered, since triangulation is likely to build confidence and solidity in the way researchers analyze their data and thus in what they discover (Freeman, 1998), the interpretation of the data collected was carried out by means of the data triangulation in every category classified. In this sense, the evidence of every aspect from different instruments can be found and contrasted as the reader goes through the paper.

It is worth mentioning that the format that will be used for presenting the findings from the research in the next section is theoretical, since it is only based on the theories exposed in the rational. (Lodico, Spaulding, & Voegtle, 2010)

Being aware of the type of study along with the procedures to design the instruments used to collect the data, that is, direct observations, interviews and focus group session; it is time to go through the Results section which contains a detailed analysis of the data collected focused on the theory presented in the theoretical framework.

7. RESULTS

In qualitative research the analysis of the results go through an inductive process since all the collected data are gathered and gradually combined in order to form broader general conclusions (Lodico, Spaulding, & Voegtle, 2010). In this research, interviews transcripts of lessons as well as written evidence from students' behavior and exercises that they perform in both the English class and the English lab sessions will be part of the results reported in this. In other words, with the express purpose of consolidating an objective conclusion based on the analysis, these data are assembled together to provide information from different sources.

The results will be presented by analyzing each of the instruments applied. First, the observations that were held in the English class will be examined, and then the English lab observations will be analyzed as well. Later, the English professor's interview and students' focus group session will be studied. Finally, the triangulation of the data analyzed will be presented.

7.1. Analysis of the Observations

This analysis will be presented bearing in mind what was established in the framework, especially, the listening stages, and strategies that occurred during the

development of the English lessons. Hence, each of the except taken from these observations will be examined under the tenets established before.

7.1.1. English class observations

The first finding has to do with how the professor leads a listening exercise in the English class. Based on the first English class observation, the professor's procedures to carry out a listening lesson are clearly shown in each one of his interventions. This is exposed as follows:

Turns	ROLE OF PARTICIPANTS		Learning Strategies	Category	Observer comments
	What teacher says	What learners say			
1	So... about the last class why weren't you here?	(None of the students answers and keep interacting in mother tongue)	None		(He remains quiet waiting for students to pay attention to him. He sets everything-looking for markets, looking for the attendance sheet, setting the speakers and the tablet- in order to start the class. He takes five minutes to do it).
2	(Teacher takes the attendance.)	(as he does it, students keep interacting in their mother tongue)			
3	So listen, last class were a lot of people absent,				

	<p>didn't come to class just (he looks at the attendance sheet) ...two , four, six, seven students came to class. And last class I was explaining about some topic that we are going to be working on, and although you were absent I am going to continue with the explanation because the reason is that you have to come to class why you didn't come to class? Last class? Why?</p>				
4		<p>Student A: I took my son to a doctor appointment.</p> <p>(the other students remain in silence)</p>	None		
5	<p>So, so, why? Don't forget to come. So, I was explaining the last class present perfect. (He starts writing on the board) What was the other topic I was explaining?</p>				
6		Student A: past	Deduction	Cognitive	
7	<p>Past. What's the past? Past?</p>				

8		Student A: perfect	Deduction	Cognitive	
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Table 6 Class observation Excerpt 1

With respect to this excerpt, taken from the first English class observed (see appendix H), from turn 1 until 8 it is revealed how the teacher begins the listening exercise. That is, these turns represent the pre-listening stage which according to Field (2002) typically involves activating schemata with the purpose of helping students predict the content of the listening task. This stage should also include procedures such as having students be conversant with the reason to listen or asking questions based on things learners would hope to hear. However, the actions that were previously mentioned are barely identified at the beginning of the lesson which possibly affects the performance of students in this listening activity.

In addition, during this pre-listening stage students should be interested in the listening task they are exposed to. In this respect, Field (2002) includes motivation as one of the steps of this phase as it is likely to foster the involvement of the students in their learning processes. They, however, are hardly engaged in the target activity. This can be seen in the following excerpt:

Turns	ROLE OF PARTICIPANTS		Learning strategies	Category
	What teacher says	What learners say		
13	That..eh .. who brings computer here? (it seems like when he was setting the speakers with the tablet (iphad) something went			

	wrong and he is looking for a laptop to mend the problem) Nobody			
14		Student A: No lo traje.	None	
15	It's ok, so, what I'm going to continue explaining is about past simple but just about regular ...verbs (teacher writes on the board). Remember that there are some rules about this one that remains with ed at the end. There are some specific sounds t the other one is d, and id. So... (he interrupts the class to check whether the problem with the tablet was solved)	(As a result, students get distracted due to the pause and start using their mother tongue to interact)		
16	So let's listen this about ed pronunciation of regular verbs ... and let's try to identify what are those words that they pronounce. (the audio is really bad).	When the audio is played, one of the students asks her classmate in mother tongue: Qué hay que hace'? the other student answers: Escucha' lo que el teacher esta poniendo. (The audio is bad, students get distracted again and start interacting in mother tongue, some of them ask their classmates for explanation of the exercise and others talk to each other about something different to the class).	Cooperating with classmates	Socio-affective.

Table 7 Class observation Excerpt 2

In the previous excerpt from the first class observed, the concept of interest, motivation or involvement is absolutely absent in the lesson. Nunan (1999) mentions that one of the ways to have learners motivated in the class is by establishing the goals at the beginning of each lesson. This would make students aware of what the professor is attempting to accomplish. However, the excerpt above shows many students have trouble to both identify the objective of the listening exercise and decode the input of the oral text. Rost (1994) has stated that it is difficult for learning to be held in class if students experience problems to understand input at the right level. Unfortunately, nor the goals are stated nor the students seem engaged in the English class.

7.1.1.1. Development of listening processes at the English class

At the theoretical framework section it was mentioned that among the four linguistic domains listening is probably the least explicit of them which turns this skill into the hardest one to learn. Listening comprises physiological and cognitive processes at different levels (Field, 2002; Lynch, 2002). Nevertheless, most of these cognitive processes were barely activated by the students when being exposed to the oral text. A sample of this is shown as follows:

Turns	ROLES OF PARTICIPANTS		Learning strategies	Category
	What teacher says	What learners say		
46	Walked, this one (he points out other verb) work			
47		Student B: Work	Repeating	Cognitive

48	In past...?			
49		Students: Worked (Based on the previous example, several students answer)	Deduction	Cognitive
50	worked			
51	This one (he points out other verb on the board) die...? (the target verb is irregular which is not an accurate example to regular verbs)			
52		Student B: Died	Deduction	Cognitive
53	It's necessary just to add the last one letter, just d			
54	Carry. We change this letter (he points out the letter y because it is preceded by..?)			
55		Student B: Consonant	Inferencing	Cognitive
56	Consonant, and add ed . What's the pronunciation of this one?			
57		Student B: Carried	Inferencing	Cognitive
58	Carried. What's the pronunciation of this one? Marry. It is the same			
59		Students: Married (but they read that wrong)		
60	Repeat please.			

61		Married (they keep reading the verb wrongly)	Repeating	Cognitive
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Table 8 Class observation Excerpt 3

Excerpt 3 above shows in one of its columns the number of cognitive strategies that were activated by the students at the class observed. As can be seen, learners put into practice very few cognitive processes at the moment of facing the listening exercise. It is worth mentioning that this fact was consistent during the development of the lesson observed. Vandergrift (2004) states that when intending to lead a listening lesson teachers should bear in mind the cognitive process that underlie the listening construct. This issue makes seen how unconscious learners are to focus on details of what they hear, or in short, how comprehension is broken down.

In the case of metacognitive processes, theorists assert that these measures might be of use to students if they implement them properly. Actually, O'Malley, Chamot and Küpper (1989) and Vandergrift (1997) have contended students may have a better performance at the listening exercise if they try to put into practice metacognitive strategies. Precisely, the following chart illustrates the metacognitive processes learners used in the class observed.

Turns	ROLE OF PARTICIPANTS		Learning strategies	Category
	What teacher says	What learners say		
91	This word, smell, what does it mean smell?	(one of the students whispers "oler")		

92	What's the answer?			
93		Student A: Oler	Monitoring	Metacognitive
94...	Yes!, when you arrive to your girlfriend's house and her mother is making cookies and it smells something good, you say mmmmm, it smells so good, smelled, but about this sound which of this words can you hear is the pronunciation?			
98	<p>It's D, yes, that's right. Smelled.</p> <p>(he plays the audio again so that students listen to the track that explains the pronunciation of smell) ... (he pauses the audio) let's stop and say: I visited ... (long pause) New York city , I visited, I visited New York city.</p> <p>(he plays the audio again)... (he pauses the audio) the example of this one, what they say is that American people use to make different kind of pronunciation. Try to put your hand over here (he points out his throat) so, pronounce Fake, Fake</p>			
99		(Most of Students remain in silence writing what is on the board and none of them put their hands on their throats.) Fake. (few of them repeat)	Note taking	Cognitive
100	Fake, Fake (he insisted on repeating so that students do the same)			

		Fake, Fake (students repeat in group)	Repeating	Cognitive.
101	Can you feel that your ... hand? it has a vibration. It's not like when you pronounce something you don't feel nothing here ... Pronounce ... say, this one f and s, it has not vibration here (he pronounces the letters several times in order for students to see it is voiceless) F, F, F, S, S, S. It's different when you say B, B. Put your hand on your throat, do it and say B			
102 ...		Student A: B(most of the students do what the teacher is asking them to do, that is repeating and placing their hands on their throats)	Repeating	Cognitive
115	It's d (He plays the track one more time)(sentences according to the topic)	(Overlapping) (Some of them say `d` , The other ones say `t`)		
116	What's the meaning of this expression?(he asks the students the meaning of clear up)	(None of them answers)		
117	(He writes on the board a sentence from the track).	(Some of them	Translation	Cognitive

	She cleared it up, according to the audio ; What`s the meaning of clear up?	give wrong meanings like : ordenar ,limpiar)(that means aclarar)		
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Table 9 Class observation Excerpt 4

The previous excerpt from the first class observed shows part of the development of the while listening stage which according to Vandergrift (2004) is the phase where learners are likely to activate metacognitive strategies in order to carry out the tasks in the class. Nevertheless, within all the turns that constitute the transcript above only one of them shows the use of a metacognitive strategy. Regarding this issue, Vandergrift states that learners are likely to derive much benefit from the use of these strategies. He mentions that by using them students may activate prior knowledge in order to fill gaps in their understanding. Unfortunately, a possible consequence of all these facts may be related to the impossibility of having target students develop both metacognitive knowledge and self-regulated listening.

Regarding learning strategies, Field (2003) claims that teachers should help students implement strategies into the development of listening activities. Probably, by doing this, teachers might understand the way listeners arrived at answers. In this sense, it is relevant to verify whether learning strategies were activated during the development of the first class observed.

Turns	ROLE OF PARTICIPANTS	Learning	Category
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	What teacher says	What learners say	strategies	
77	<p>One vowel, but here we have the same, consonant, consonant and vowel, but it's not necessary to write down this one like this, show because it is showed. There is an exception with this one that ends in w. yeah, but about this one... is different, consonant, vowel and consonant. It's necessary to add the last one and add ed. But here, rule is similar to this one, w and x it's not necessary to do anything. (he points out one of the example where it is needed to double the final consonant plus ed)</p> <p>Say wash... what's the pronunciation to past?</p>			
78		Student B: Washed.	Inferencing	Cognitive
79-25:	Washed, that's t.			
80		Student B: Washed.	Repeating	Cognitive
81	Watched, play			
82		(Student B: whispers played)		
83	<p>When we have letter y preceded by vowel we have just add ed, but when we have letter y preceded by consonant...(writes and points out the example) we change and add I and add ed, jump... ed, what's the pronunciation of this one...?</p>			

84		(overlapping)		
85	Jumped, this one (he points out jumped) is this one (he points out the column t) or this one (he points out letter d)			
86		Student B: jumped	Repeating	Cognitive
87	What's the sound...? Jumped (he reads the verb in three ways t,d and id, so that students identify the correct one)			
		Several students: Jumped (they read the verb well)	Inferencing	Cognitive
88	There are not more, so this is a good exercise. I'm going to try to listen to the tracks again just to listen the volume...(he tries to play the track by plugging the speakers to his cellphone)	(students start interacting in their mother tongue)		
89	Ok... listen... so about this one... (the audio finally works and he starts explaining to the class the topic by using the track. He pauses it, explain to them what the audio says, then continues reproducing the audio file) want, the example is I want... what's the pronunciation...? I want... I want ... so when you are trying to pronounce this it's necessary to join these words... it's necessary to join these words because sounds are better, it's easier when we are trying to pronounce this... I wanted to wait. It's not the same to say I – wanted – to – wait. You must stop three times ... I – wanted – to – wait. It's different if			

	you say I wanted to wait, I wanted to wait. That's the reason why there are people from American English and British English with a different kind of pronunciation. This is the reason. What...? So listen to this. (he pauses plays the audio again). So, what's the sound of this one...? What's the letter t, d or id?			
90		(overlapping)		

Table 10 Class observation Excerpt 5

The excerpt above portrays in one of its columns the learning strategies that were used by learners during the listening activity they were developing to. These data may be useful when establishing how learners comprehend input. It is relevant to highlight that during the 16 turns that were quoted above (77-90) students only put into practice two learning strategies, repeating and inferencing.

The fact that was previously mentioned possibly interferes with the learning process of the students, especially with those learners who seem to have difficulties at the moment of understanding oral texts. With respect to this, Vandergrift (2004) has mentioned that by identifying the learning strategies students activate, it would be possible to help less skilled listeners discover and try out more efficient strategies. Unfortunately, all the above-mentioned facts possibly affect the learning process of students.

It is relevant to mention that during the unit observed from the English class, only one of them included listening as a central activity. That is to say, two of the three classes observed (see appendices D and E) were developed by having as a main point grammar competence where students were exposed to writing and grammar tasks.

7.1.2. English Lab Observations

7.1.2.1. Learning objects description

The previous observations have to do with the way students are exposed to listening activities in their English classes. However, in order to be conversant with what students do at their English lab sessions, it is a must to describe the learning objects students used at those three sessions observed (see appendices H, I and J). This description will be done bearing in mind the eight patterns mentioned at the theoretical framework section which were proposed by the OER web page Achieve OER (2011) in its fourth version.

7.1.2.1.1. Learning Object: Gimme a Ring.

At the first English lab observation, students interacted with the learning object entitled Gimme a Ring (see appendix K). This OER can be found in the web page named Settlement at work. In the case of its Degree of Alignment to Standards, this learning instrument makes impossible to describe how it is actually aligned to each proposed standard since it hardly suggests standards to be addressed at it. Hence the context and performance expectations are absent in this object.

With respect to the Quality of Explanation of the Subject Matter, unfortunately, the subject matter's explanation is barely identified in this learning object. This fact shows how weak the object is in terms of explanation of the target feature. Regarding the Utility of Materials Designed to Support Teaching, the object provides both teachers and students with none materials to understand the subject matter.

In relation to the Quality of Assessment, this object barely includes an assessment item. Furthermore, since the content of this object limits itself to give instructions of how to develop activities wherein students can practice the subject matter, without stating content it is difficult to explicit the alignment between the assessment and the content since none of them are traced in this object.

The Quality of Technological Interactivity offered by the learning object provides learners with the opportunity of checking their answers as they practice. It also allows them to get hints if they get stuck in developing any of the activities included in the object. With regard to the Quality of Instructional and Practice Exercises, the identified object offers exercises for the average students to facilitate mastery of the subject matter by activating their listening skills.

Regarding the Opportunities for Deeper Learning, the target object can be described as a weak OER since it lacks of opportunities for deeper learning such as learning how to learn, exercises to develop critical thinking or activities that entails working collaboratively. Finally, the Assurance of Accessibility contained in this object is easy to be

reached by the students that are part of this research due to the fact that intending to access this learning instrument is easy and free.

7.1.2.1.2 Learning Object: Speeches and speech-making

Turning our analysis into the second English lab observation, there was room for the implementation of a new learning object. Its name was Speeches and speech-making (see appendix L). This object can be accessed by logging on The Open University web page. In relation to the Degree of Alignment to Standards Assurance of Accessibility offered by the above-mentioned learning object, its content and its standard are completely addressed by this OER. Actually, it establishes the standards as well as the way it is aligned with the content and object itself. Thus, it possibly allows learners to be aware of how consistent the standards are with the topics this object offers.

In the case of the Quality of Explanation of the Subject Matter, this object gives both teacher and student a clear explanation so that it is easy for the target audience to understand the subject matter. In fact, among its content it is possible to find the introduction of the subject matter, the learning outcomes and a theoretical section where it explains the matter of study. Regarding the Utility of Materials Designed to Support Teaching, this object can be described as a learning resource since it is strongly supported by materials. In this sense, the object provides resources that are comprehensive and easy to understand and use.

With respect to the Quality of Assessment, this learning object only gives customers the opportunity to practice without establishing an assessment section. The content or theory section of this object, however, is aligned with the exercises that are offered by the object. In fact, the activities that this learning object includes provide learners with the chance to put into practice the subject matter in order to meet the identified standards.

On the other hand, the Quality of Technological Interactivity that this learning instrument contains only offers interactivity to virtual costumers when solving the activities. In fact, once students have chosen the answer of the given exercise, it provides learners with feedback which can be used for monitoring their performance at it. In relation to the Quality of Instructional and Practice Exercises, although the instructions are clearly given, it lacks exercises that allow students to facilitate mastery of the targeted skills in the object. Actually, the item where they have to put into practice what has been explained in this object only includes 3 questions which show some deficiency in providing practice.

The Opportunities for Deeper Learning that this object offers to users provides them with the opportunity of being engaged in improving their learning skills, especially in communicating effectively. It also engages learners in using the subject matter in real world situations. In fact, since the one of the standards of this object is to appreciate the importance of audience in relation to speech-making, students can apply that acquired knowledge in their lives. Finally, regarding the Assurance of Accessibility, the learning object is easy to be assessed by the students that are part of this research.

7.1.2.1.3 Learning Object: American English Speech

The learning object that was used by learners during the last English session observed is called American English Speech (see appendix M) which can be accessed by logging on the web page Open Learning initiative. To describe this learning object, it is vital to go through the first of the eight patterns that have been used to analyze the previous OERs. That is, Degree of Alignment to Standards Assurance of Accessibility. In this realm, the objective is totally aligned with the identified standards in this learning object. This object's contents clearly cover all the ranges of standards that are set to be accomplished by the students, which gives the object a high degree of alignment.

Regarding the Quality of Explanation of the Subject Matter, the learning object's content is consistent with the goal which is intended to be achieved by the object. Actually, the main ideas of the subject matter included in the learning object are easy identified by the learner. With respect to the Utility of Materials Designed to Support Teaching, it is valid to describe this learning object as a useful resource for the majority of instructors since the components of the object are provided as they are intended and described. This object is divided in 6 units and each unit contains modules along with exercises to be carried out by the students. It does not give the teacher an estimated time to develop each unit.

In regard to the Quality of Assessment, The learning object lacks an assessment section. This learning object, however, provides learners with selected response exercises that require the student to demonstrate proficiency in the skill that has been assessed. Taking as a reference the Quality of Technological Interactivity, this learning object's exercises provide feedback to students about their performances in it. Thus, the interactive element is purposeful and directly related to learning. Moreover, the object encourages learner use since it has been well-designed and it is easy to use. This fact is justified in that it is responsive to student input in a way that creates an individualized learning experience. Regarding the Quality of Instructional and Practice Exercises, this object offers learners the chance of practicing the listening skills. In fact, since there are six units and each unit has its own modules, its stronger point is the myriads of exercises that those modules contain. In this sense, the development of those exercises might allow students to master the targeted skills in the object.

With respect to the Opportunities for Deeper Learning, this learning instrument can be described as an accurate learning object for providing learners with opportunities where they can develop opportunities for communicating effectively. This fact is justified in the content that this module offers to student in order for them to succeed in American English speech. Moreover, students are likely to support their learning in using learning strategies to learn how to learn. Actually, by going through this learning object, students might recognize appropriate study strategies in particular situations. Finally, in relation to the

Assurance of Accessibility, the learning object is easy to be reached by the students that are part of this research.

All what was established throughout the last section allows to identify which, out of the three learning objects described, is the strongest or the weakest one. In the case of the learning objects that are the most complete, the American English Speech one fulfils most of the components that should be found when using a learning object, followed by the learning object entitled Speeches and speech-making. Regarding the weakest learning object, “Gimme a Ring” certainly fails to provide students with the features needed at the moment of using a learning object to foster the development of listening skills.

After having described the learning objects that are used by the students in their English lab sessions, it is worth depicting how these learners begin a listening lesson in their English lab sessions by analyzing the chart below in order to identify the outcomes from it. Before undertaking such analysis, it is recommended clarifying that this excerpt is taken from the English lab observation and has to do with the pre-listening stage of the first out the three lessons observed which entails types of activities such as setting the context or creating the motivation to the English lab session.

Turns	ROLES OF PARTICIPANTS		Type of activity
	What teacher says	What learners say	
10	As usual, You should try to improve your English by taking advantage of every	(Student B nods)	

	single opportunity you have.		
11		I know teacher.	
12	For instance, what would you answer if I gave you a call? (the professor pretends to be dialing Jhonnatan's number) Hi, good afternoon, can I speak to Jhonnatan?	(the students are interested in the example the professor is setting by the looks in their faces)	Creating motivation
13	(as the student B answers, the professor nods along)	Student B: Hi, I am Jhonnatan.	Creating motivation
14	Hi, Jhonnatan, I just want to give you a ring in order to know about you...	(student B seems confused)	Creating motivation
15	Do you know the expression give me a ring? I mean, this is a question for everybody, do you know the meaning of the expression give me a ring?	(Few students nod in agreement, the rest of them are quiet.) Student A: yes teacher, I know.	Creating motivation
16	Well, can you tell Jhonnatan the meaning of give you a ring?	(most of the students are interested in knowing the meaning of that expression because they are both quiet and looking at the student A) Student A: yes, Jhonnatan is when somebody calls you.	Creating motivation
17	Or phone you, isn't it? (the professor makes the gesture of having a phone on his hand as he express his sentence)		Creating motivation
18		Student B: Ya sé que es profe.	

19	Your Spanish is perfect Jhonnatan, it's like wine, it gets better and better.	(All the students laugh) Student B: I know teacher (student B laughs as he speaks)	
20	A question for everyone, what comes to your minds when you hear the words phones, call, ring and phone calls?		Setting the context.
21		Student C: I think in cellphones.	
22	Great Angie, You think of cellphones, you think of cellphones. Or perhaps, you think about somebody will call you...		Setting the context.
23		(student D interrupts the professor) Student D: or taking the message	

Table 11 English lab observation Excerpt 1

The above excerpt from the first class observed (see appendix H) from the English lab sessions shows in one of its columns the professor's way to begin the listening lesson and in the column next to it, the way students respond to initiation. This part of the lesson belongs to the pre-listening stage wherein, and according to Field (2002), in this stage students need to activate schemata in order to perform better in the listening task. In this sense, the target excerpt shows in turn 12 how the professor intentionally tries to activate student prior knowledge. To do so, he asks students questions related to the main topic of the listening exercise. Turns 20, 21, 22 and 23 reflect the interaction among some of the students and the professor. Learners answer professor's inquiries well which represent pre-listening stage seems to be achieving its purpose.

In this pre-listening stage, teachers should also make students aware of the objective of the lesson (Nunan, 1999). The result of this tenet is likely to improve the student performance when being exposed to the listening task. That is why it is worth going through the English lab session transcription in order to identify whether the above principle was put into practice.

Turns	ROLE OF PARTICIPANTS		Type of activity	Learning Strategies	Category
	What teacher says	What learners say			
24	That's right Pao, that is why the objective of the listening exercise that we will be doing today is related to taking a message from a phone call in order to identify how well is your performance at doing it. Jeffer, explain to your classmates what you have to do because I totally forgot it, please.	(Most of the students nod as the professor explain the activity, the rest of them seem confused)	Establishing the objective of the lesson.	Monitoring	Metacognitive
25		Student C: Jeffer is lost teacher.		None	
26	I kind of see that coming, do you know why Jeffer? (he pauses to let the student answers the question, but he avoid eyes contact) well Jeffer, the point is that when I was explaining you were looking at the screen of your			Monitoring	Metacognitive

	computer, weren't you?				
27		Student E: yes teacher, I know.			
28	What we are going to be doing today is a listening activity that has to do with taking messages from a phone call, by doing this you will know how good you are at taking a phone call. Is that clear? And please, complete answers, full answers, not just yes, not, studying, playing... Got it?		Establishing the objective of the lesson.	Monitoring	Metacognitive
29		Student E: Yes, now I know what to do (Students nod in agreement)		Evaluating	Metacognitive

Table 12 English lab observation Excerpt 2

The chart above shows the pre-listening stage along with the way students and professor interact and behave during this phase. As can be seen in turn 24, the professor clearly establishes the objective of the listening activity. Actually, when he realizes that student E has problems to identify the goal of the activity he repeats it. As a result, turn 29 shows students know the objective of the listening exercise. Nunan (1999) asserts that once students learn the purpose of the listening task they may perform well at it. In this case, the

following chart represents the students' performance at the moment of facing the while-listening stage.

Turns	ROLES OF PARTICIPANTS		Type of activity
	What teacher says	What learners say	
30	Perfect, to do so, please log on the following link (he writes the link on the board) http://www.settlementatwork.org/incdocs/linc4/banking.customer.service.phones/gimme.ring/index.htm and develop the first five exercises.		Presetting task/Presetting questions.
31-35		Student D: Ok teacher, but I forgot my headphones	
36	(the teacher monitors the activity by walking around the class)	Student A: teacher, we just click in the audio and solve the questions? (all the students look at the professor to know his answer)	Presetting task/Presetting questions.
37	Yes dear, you listen to the man on the phone, then, you solve the question based on what you've heard.	Student A: easy (students nod in agreement)	Presetting task/Presetting questions.

Table 13 English lab observation Excerpt 3

The previous excerpt from the English lab session observed includes part of the while-listening stage wherein, according to Field (2002), the professor presets the task of the lesson. Precisely, turn 30 manifests the setting of the activity. The agreement of the target task is then reinforced in turns 36 and 37. As a consequence, students are clear about what the professor explained to them at the moment of presetting the task.

In this while-listening stage, Field (2002) also includes the intensive listening period that students need to be exposed to so that they engage in the task. This period usually involves questions that have to do with the listening task. It is relevant to see how this phase was held in the first English lab session observed.

Turns	ROLES OF PARTICIPANTS		Type of activity
	What teacher says	What learners say	
38	(The teacher goes over each one of the students to make sure the audio is working properly, unfortunately, he has to move two students from their computers because the audio card is broken, he asks one of the students to use the computer that is assigned to the professor, and gives his laptop to the other student to develop the listening activity).		
39		(They listen to the audio and start making gestures like they had	Intensive listening

		problems to understand the oral text.)	
40	Please, if you have troubles to understand the audio, try to identify words that you will probably use in phone call, or you can write the words that you listen from the audio, or look at the questions and see if you can listen to some of the words that are included in those questions.		
41		(Most of them listen to the oral text again and make notes about the audio. They seem to have a better understanding of the oral text)	Intensive listening
42	(teacher continues monitoring the activity) How are you doing?		

Table 14 English lab observation Excerpt 4

The described transcription from the English lab session observed contains part of the listening task students were exposed to. Throughout all these turns the professor and students interacted in order to obtain more information about the way they could carry out the activity. For instance, turn 39 shows some of students are having problems to understand the oral text they are listening to. However, the professor realizes this issue and

decides to give them strategies in order for them to perform better in this activity. As a result, turn 41 shows some learners grasp the idea of the listening text.

Moreover, in this listening stage there should be time for examining the answers that students made at the moment of carrying out the listening activity. Field (2002) establishes that within the while listening period the professor should check learners' answers in order to examine their performance. The following excerpt represents this checking answers period.

Turns	ROLES OF PARTICIPANTS		Type of activity
	What teacher says	What learners say	
77	Thank you Jhonnatan, gimme the first answer... please. Let Neyerlines read the question for you		Checking answers
78		Student F: ok, (she asks one of ther classmates "cual es la pregunta?" The students answers "la primera") (the question is: What does Chris think Katie is doing? But she reads it wrong)	Checking answers
79	Ok Neyerlines, repeat, what does...?	What does Chris think Katie is doing? (she repeats the question well)	Checking answers
80	Thank you Neyerlines, Jhonnatan, please, your answer is		Checking answers
81		Student B: studying (most of the students say "complete answers Jhonnatan")	Checking answers

82	That's right, try complete answers Jhonnatan, please.	Student B: (he starts writing the answer) ok teacher Chris think that Katie is studying.	Checking answers
83	ok Jhonnatan, great, Chris thinks Katie, Chris thinks Katie is studying. Repeat it please		Checking answers
84		Student B: (whispers to one of his classmates "se me olvido la S) ok teacher, (he repeats it better) thank you.	Checking answers
85	That is the answer, is that what you have?		Checking answers
86		Student A: yes, that is.	Checking answers
87	Excellent, let's go to the next question, any volunteer?		Checking answers
		(3 students show their hands as a sign they want to participate)	Checking answers
88	Yulieth, please, share with us the answer to the question that Yessica is going to read.		Checking answers
89		Student G: What does Chris mean when he said to Katie, "I won't keep you?" (she reads the word SAYS wrong)	Checking answers
90	Ok Yeka, What does Chris mean when he "said", when he said to Katie, when he "said" to Katie I won't keep you? (sic) (the professor repeats the question so that the student identifies the mistake) Repeat the question Yeka.	(The student pays attention to the professor and nods as she listens)	Checking answers

91		What does Chris mean when he says to Katie, "I won't keep you?" (she reads it well this time)	Checking answers
92	What's the answer Yuli?		Checking answers
93		Student H: He wants a short conversation. (She answers the question well)	
94	Who wants a short conversation Yuli? (he asks the question to make the student aware of what she is answering)		Checking answers
95		(she thinks about the answer, takes a moment to do it) Christ teacher.	Checking answers
96	That's right Yuli, is that the answer to the second question.		Checking answers
97		Yes teacher (overlapping)	Checking answers

Table 15 English lab observation Excerpt 5

The above excerpt of the first English lab session observed is strongly related to the checking answer period that Field (2002) refers to. Actually, the professor's questions are properly answered by the students which depicts they succeeded at the target task. As can be seen throughout the whole lesson class, the professor attempted to cover the listening stages that Field proposes when leading a listening class. As a result, students had a positive performance at the moment of facing the different listening activities that were part of this English lab session.

7.1.2.2 Interaction with learning Objects

Among the three learning objects that were used during the English lab sessions, only one of them fulfills the requirements of a suitable learning object (see appendix K). That is, the learning object American English Speech (Open + Free) is the digital source that is consistent with the requirements of the definition given in the framework section, namely Digital educational resources constituted by contents, learning activities and elements of contextualization. However, it is vital to identify the way students interact with the target learning object. In this sense, the extract shows how learners interact with the learning object.

Turns	ROLES OF PARTICIPANTS		Students Interaction with LOs
	What teacher says	What learners say	
38		(some students laugh) Student A: yes teacher, we have to practice or ... (pause) read or pronounce the words in the unit, and then practice the poems.	
39	Poemsssssss? (he stresses the sound S to verify whether the students realize there is just one poem they have to practice)		
40...44		Student A: aahh, is just one poem?	
45	(the professor monitors their practice, he		

	pronounces some of the words to those students who asks him to do it)		
46	(while students practice how to read the poems, the professor goes over their seats to tell them that they don't need to mark any answer because the only think they have to do is listening to the audio in order for them to understand the oral text).		(students seem to be very motivated towards the learning object they are implementing, actually, they say among each other: "Chevre que traiga palabras que uno no sabía que se pronunciaban igual", "vacano que se puedan repetir las palabras pa' saber cómo se pronuncian", "pensé que esta palabra y esta otra se pronunciaban diferente", Vacano porque te da la teoría y la practica"). students take almost 40 minutes practicing because both poems have tricky words)
47	(teacher keeps monitoring the activity)		
48		(students use the online translator to understand the information that is included in the learning object)	
49...51	(after 40-43 minutes the professor asks) ready, are you ready?		
52		Student A: I chose the first one.	
53	Ok, start, please...		
54			(while the student is reading the poems, students keep practicing by using the

			learning object to solve the activity)
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Table 16 English lab observation Excerpt 6

The previous excerpt was taken from the transcription of the third English lab lesson observed (see appendix J). This chart has a column labeled “Students Interaction with LO’s”. Turns 46 and 54 represent the students’ behavior at the moment of interacting with the learning object. Based on the learners’ speech and attitude it is possible to assert that the since the learning object involves contents, learning activities and elements of contextualization, students were keen to implement it into the lesson with a certain degree of motivation and interest. This is asserted in that throughout thin English lab session learners were asking questions about the contents offered by the learning object and carrying out each of the tasks requested as well. Actually, this learning object is consistent with what the OER web page Achieve OER (2011) recommends regarding the quality of technological interactivity, quality of instructional along with practice exercises and finally opportunities for deeper learning. As a result, the following chart exposes the students’ satisfaction from using the learning object.

Turns	Roles Of Participants		Students Interaction with LOs
	What teacher says	What learners say	
80	Anybody else? Look, there are only ten minutes left for the class to finish, this is what we are going to do, since you are already familiar with unit one,	(students keep practicing)	Students keep implementing the learning object in order to solve the target activity.

	now I want you to explore unit 2 at home, you already know the code (he points it out on the board: 861123) go home, practice the poem and explore unit 2, next class you will have to read me the poem and start practicing on the exercises that unit 2 includes, ok?		
81		Ok teacher (overlapping)	
82			(One of the students says to one of the classmates: “mira que acá te explican como es que se identifica un sonido sonoro y uno sordo, yo eso no lo entendía, ya con el ejemplo que dan uno se ubica mejor, los dibujitos ayudan, verdad?”)
83	Before you go home... do you think this learning object or web page is useful for you?		
84		Student A: Yes teacher, this is like the complement of the phonetic class we took in the second semester.	
85	You are right Indira, any other opinion?		
86		Student B: teacher, the audio is very clear and	

		the information is important to... to...	
87	Improve ...		
88		Student B: yes, to improve our level of English.	

Table 17 English lab observation Excerpt 7

The extract from the third English laboratory lesson observed continues showing the students' reaction when interacting with the learning objects. In fact, turn 82 exemplifies that the opportunities for deeper learning offered by the learning objects benefits the students learning process. That is, one of the students in mother tongue acknowledges the fact that thanks to the contents (information and images) offered by the learning object the learner could finally understand how to identify a voiceless and voiced sound. Then, turns 86 and 88 allow seem to suggest that students are fond of the target learning object. They express the quality of the audio is outstanding as well as the opportunity for enhancing their learning.

7.1.2.3 Learning strategies in the English lab session

All what is intended to be developed in a listening lesson should encourage students to develop strategies that allow them to perform better in the target task. However, the English class that was previously examined showed no evidence of students activating learning strategies at the moment of being exposed to the target audio. Now, it is analyzed whether it

was the same during the English lab sessions. We will go through the classes observed at the English lab in order to identify the learning strategies students used when carrying out the listening activity.

Turns	ROLES OF PARTICIPANTS		Learning Strategies	Category
	What teacher says	What learners say		
55	Well done Indira, did you practice a lot to do it?			
56		Student A: yes teacher, I did. Now I'll help Pao because she needs to practice a little bit more.	Cooperating with classmates	Socio-affective
57	(the professor goes over student F seat) Hi Neyerlines, are you ready?			
58		Student F: yes teacher. (she reads the poem but she certainly needs to improve because she reads it wrong)	Evaluating	Metacognitive
59	(the professor realizes she still needs to practice) Ok Neyerlines, let' try this, read the first paragraph to Yuli, and she will write down		Monitoring	Metacognitive

	the words that you need to practice a little more. When you finish practicing the first paragraph, let me know and I'll come back. Right?			
60		Student F: me equivoque mucho teacher?		
61	Well, I recommend practicing your poem with a classmate, because maybe, you don't know what words you read wrong, but your classmate does.		Monitoring	Metacognitive
62		Student F: ok teacher.		
63	Are you going to practice with Yuli?			
64		Student F: yes teacher, with Yuli.		
65	Ok, let me know when you are ready	(students realizes what the professor did with student F and whisper: "Bacano que el teacher de oportunidad", "mira que el profe le dejo a Neyelines leer de Nuevo", que chevre que le diga a uno en que se	Evaluating/ problem solving	Metacognitive

		equivoco para sacar una mejor nota, vamos a practicar así como el profe lo dice y me evalúas, estas pendiente en que me equivoco, ojo!”)		
66	(the teacher keeps monitoring students’ practice and correct them when he notices they misread a word).		Monitoring	Metacognitive
67		Student G: teacher, ya estoy, sorry, I’m ready.		
68	Ok Lady, (the teacher goes over Lady’s seat) start please.			
69		Student G: teacher, dejeme y yo se lo digo a Angi. (Student G reads the poem but she needs to practice, she realizes it and asks the teacher for another opportunity).	Problem solving	Metacognitive.

Table 18 English lab observation Excerpt 8

The excerpt above from the third class observed at the English lab session shows in two of its columns both the category and the different learning strategies that students use in the listening lesson. Actually, turns 56, 65 and 69 give a sample of the strategies learners

used to solve the listening task. As can be seen, most of those learning strategies are found at the metacognitive category which suggests students are processing the information by activating high order thinking skills. In this respect, Vandergrift (2004) has mentioned that high order thinking skills are mostly metacognitive strategies that are likely to help listeners become more aware of the way they can fill the gaps in their understanding by using what they already know. Hence, it is relevant to identify the quality of the students' outcomes once they have activated the previous metacognitive skills. This is represented in the following chart.

Turns	ROLES OF PARTICIPANTS		Learning Strategies	Category
	What teacher says	What learners say		
74	(11 to 13 minutes later) any volunteer?			
75		Student F: Me teacher.		
76	Ok Neyerlines, (the professor goes over Student F's seat) begin, please.			
77		(the student F reads it and her performance improves)	Evaluating	Metacognitive
78	Good enough Neyerlines, did you see, it depends on you, you just have to find the proper strategy to develop your tasks.			

79		Student F: thank you teacher. (students notice Student F performance has improved and they keep practicing and some of them say to the classmate they are practicing: “me dices en que me equivoco”, “parame bola pa ve’ que pronuncio mal”)	problem Solving	metacognitive
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Table 19 English lab observation Excerpt 9

The excerpt above, taken from the third English lab session observed, is strongly related to the students’ outcome regarding the listening activity they are doing. As a matter of fact, turn 77 depicts that the student F certainly improved her performance. A possible reason for this to happen has to do with the target student using metacognitive strategies (see turns 59-65 in excerpt 18) in order to express her final answer. Hence, in this specific case Vandergrift’s (2004) contribution is valid due to the fact that the student was able to fill the gaps of the listening task and provide a proper answer.

All of the above-mentioned information has been stated by supporting the data found in the observations with the theory regarding the issues identified throughout the academic sessions observed. In other words, the information previously stated is strongly related to the contributions theorists have made in the field of listening about how to lead a listening lesson. However, this study would be better supported if theorists’ insights and listening investigations results are merged to illustrate how consistent the results obtained from this study are with what theory and research state.

One of the results obtained by conducting the research *The Listening Comprehension Strategies Used by College Students to Cope with the Aural Problems in EFL Classes: An Analytical Study* demonstrated that when learners were aware of the listening strategies and processes, they were able to perform better at the task they were exposed to. Indeed, while target students faced difficulties to understand the oral text, most of them used strategies in order to solve the problem that precluded them from knowing what the listening task was about. This fact is consistent with one of the results derived from the research that is being carried out due to the fact that when students attend the English lab sessions, most of them use listening strategies as a problem solving measure that allows them to have a better performance at the listening lesson. Conversely, while observing the English class sessions students were hardly exposed to activities whose development demanded from learners the use of learning strategies.

7.2 Analysis of the Interviews

7.2.1 Professor's interview

In the case of the interviews, the first of them had as an interviewee the professor of the regular English class students are taking. This interview (see appendix A) was held with the purpose of asking the professor about the different listening activities that are performed in the English class. In this sense, with respect to the way he begins his class, the question of whether he sets the objective of the listening exercise before carrying out the

listening activity (see appendix G), clearly establishes that he skips the pre-listening stage that Field (2002) and Nunan (1999) recommend covering while leading a listening lesson in order for learners to be conversant with the objective of the listening activity. In fact, the professor's answer suggests that students are exposed to the listening task without being aware of the reason they are asked to carry out the exercise. Thus, the professor does not follow the stages that are associated to lead a listening task.

When asked to identify the stages he uses in the development of the listening exercises that are performed in the English sessions, he answered *“when we are working about listening we go right through the activity and I never establish the objective with the students per se.”* he also stated that *“when the students have listened the material and (hesitates) we check the answers (hesitates) about the listening and then we go to right through the role-play...”*. His responses manifest that neither all the listening stages are held nor the objective of the class is established. In this sense, Field (2002) claims that motivating scholars at the pre-listening stage might foster the involvement of students in their learning process. Unfortunately, none of this is practiced by the English professor.

In regard to the frequency students are exposed to listening activities, the professor mentions that he has to cope with hurdles in order to lead a listening class. Actually, the opinion expressed by the professor when he was asked about how often students carry out listening activities inside the English class was the following *“We have a (hesitates) great number of students in the class and we have not a good tape recorders or cd players so it's not very common to include the listening activities”*. His answer shows the difficulties that

both the students and the English professor experience while planning or facing a listening lesson. The amount of students in the classroom makes it harder for the professor to devote the proper time to solve the learners' doubts that might arise from the listening task. In addition, the professor mentions that there are few tape recorders to use when intending to lead a listening lesson. All these aspects possibly have to do with the difficulties learners have while trying to understand an oral text. This fact is justified when going through the professor's answer and noticing the problems students face at the moment of making sense of listening tasks.

The above-mentioned facts regarding the professor's issues when teaching a listening lesson maybe related to misconceptions that the English practitioner may have about teaching listening. However, since English lab session is the complement of the English class, it would be convenient to know how much he is aware of what his students do at the English lab sessions.

Regarding his response to the question that concerns how much he is aware of the listening activities that his students perform in the English lab sections, he answered that there is a lack of information about the relationship between English class and the English lab sessions. Actually, according to the syllabus given by the language department these two subjects should work together in order for students to derive benefits from them. Nevertheless, the connection between the previous subjects fails to be consistent with what is established by the English program since the professor ignores what his students do while attending the English lab sessions.

7.2.2 Students' focus group interview

One of the instruments that were used to identify the students' perception towards their learning process was a focus group interview (see appendix B) whose purpose had to do with describing the different listening activities that are carried out in the English classes as well as in the English lab sessions. During this interview students expressed their conception of the English classes as well as their thoughts about the English lab sessions (see appendix F). Regarding the former, learners' answers to the question intended to identify the frequency of the listening exercises they carry out in their English classes disclose they are aware of the lack of listening activities they perform in that subject. In fact, students claim that they feel bored doing the same English activities (role plays) in their English classes.

This issue stated before makes it difficult to identify whether learners are actually overcoming their listening troubles through the development of the English class' activities. In other words, the fact that students hardly ever carry out listening activities in their English class precludes this study from describing how the implementation of LOs influences the student's performance while doing the listening activities in the regular English classes.

In regards to their development within the English lab classes, student's answers to the question of what they think of this OER reflects how pleased they are while implementing them into their English lab sessions. Students talk their willingness to use

learning objects in order to improve their English level, especially their listening skills. They justify their answer by stating that it is an advantage to have the opportunity of repeating the audios or type of files they are working with as many times as possible. Moreover, learners also manifest that since they can have access to these contents from home or any other place they are, chances are for them to increase the hours they devote to practice these kind of activities.

With respect to the question that prompted learners to express whether they show any kind of relationship between the English classes and the English lab sessions, students agreed on the fact that these two subjects have no apparent relationship. As a matter of fact, the common answer regarding this question was that the English content they learn in the English classes fails to be reinforced by the activities they do in their English lab sessions and vice versa.

Moreover, students emphasized that the skills addressed to be reinforced by the activities they develop in the English class differ from the language competences that are intended to be activated by learners while carrying out the exercises proposed in their English lab sessions in that, according to their opinion, listening topics differs from the grammar content explained in their English classes.

7.3 Triangulation

All the above-mentioned analysis is meaningful when intending to contrast and compare the findings that were derived from this research.

7.3.1. Stages of a listening task

Regarding the English class and its listening activities, the evidence obtained from its observations is totally consistent with both the professor's answers at his interview as well as the focus group interview for students. Actually, as it was stated at the English class observation analysis, one of the English classes that involved the use of listening activities was led by the professor without fulfilling the different stages and activities that belong to each one of those phases.

That is, one of the observation's findings was the fact that students begin their listening class without being aware of the objective of such English lesson. Coherently, the professor's responses given at his interview clearly showed that he starts his listening lesson by going right to the activity leaving the purpose of the listening exercise unknown by the students.

From a theoretical view, Field (2002) mentions that English practitioners should focus on the process of listening rather than being interested in the product. Unfortunately, the data obtained from the observations manifests there are some unsuitable procedures

regarding the way listening stages are held in the first English class observed. This entails students fail to follow a sequence or process that allows them to understand the target task.

7.3.2. Exposure to listening texts in English classes

Other discovery that is derived from triangulating the data collected is the lack of frequency students are exposed to listening lessons. In fact, several students asserted that they hardly ever carry out listening activities. Students specified they practice listening exercises once per term. Moreover, when the professor was asked why his English classes give little room for listening lessons he answered that there were few tape recorders available to be used. In addition, the English professor also stated that due to the significant number of students per group, it made more difficult to expose learners to an accurate audio environment where students can have the adequate conditions to develop a listening task. Evidently, professor and learners are aware of the fact that they seldom carry out listening lessons in their English classes which made it hard for the researcher to collect the evidence required to describe the type of listening activities scholars carry out in their English class. However, regarding students' listening skills the little evidence collected shows that when the English professor gave them an oral instruction most of them understood what they were asked to do and those learners who failed to make sense of the oral instruction used to ask their classmates in their mother tongue to explain to them what the English professor had requested.

Regarding the type of activities students face in their English class, since listening exercises are almost never part of them, English class observations allowed to identify that role play is the activity learners are exposed to the most. Actually, at the moment learners and professor were questioned about the activities they develop in their English class all of them converged on the fact that during their English sessions role-plays activities are held most of time which let listening tasks out of the majority of English classes. This illustrates one of the reasons learners are experiencing difficulties while trying to understand oral texts.

7.3.3. Exposure to listening texts in English lab classes

The information stated in the previous section differs from what occurs in the English lab sessions. That is, since students have trouble to make sense of oral texts, their English lab sessions aim to foster the development of listening activities in order to aid learners overcome their difficulties. Students disclosed in their focus group interview that most of the activities they carry out in the English lab involve the activation of listening skills. This fact is consistent with the information observed at the English lab sessions where students and the activities had a common factor: listening activities. In other words, during their English lab sessions students were asked to implement learning objects with the purpose of understanding oral texts in order to perform well at the listening task.

7.3.4. Learning Objects features

In the case of the learning objects students were exposed to at their English lab sessions, the description portrayed at the results section allows to establish that out of the three technological resources for learning only one fulfilled the most all the requirements a learning object should meet. Actually, the results obtained from the learning objects description are aligned with the students outcomes derived from the English lab observations. One of those findings was that students expressed valuable comments on the implementation of the previous learning object. Moreover, their encouraging remarks about it are consistent with the way they performed while being exposed to this object. The activities this learning resource included were developed by the students as it was expected. Hence, learners interacted well with this open educational resource.

7.3.5. Teacher Mediation

In addition, whatever the target activity learners were asked to carry out it always was set by covering the three stages any listening lesson should address. The last stated point is revealed throughout the English lab observations whose sessions allowed to notice the type of activities as well as the phase to which these exercises belong to. In this sense, students were both motivated to be active participants of the English lab session and conversant with the reason of listening to the oral text they were exposed to, which should be held at the pre-listening stage. Moreover, the professor succeeded in fulfilling the while and post listening phases. This case may have helped students to be interested and

encouraged to answer the questions that were part of the listening activities they were working on.

7.3.6. Engagement with LO's

One of the finding that was derived from both the observations of the English lab sessions and the students' focus group interview is directly related to the way students have greatly benefited from the use of learning objects once they were exposed to them. During the focus group interview learners attested that the use of learning objects is certainly useful to increase the time they devote to practice English wherever they are, which possibly allows them to enhance the skill they are working on. This statement is supported by the different students' outcomes observed during their English lab sessions. Indeed, at the moment of going through the while-listening stage, wherein the professor checks students' answers, students performed well at it. They portrayed by means of their responses an outstanding accuracy to solve the questions.

With respect to students' performance at the English class, especially once they were exposed to learning objects, it is difficult to know if there was any improvement regarding scholars' listening skills during their English classes since students were hardly ever asked to develop listening tasks. This fact is supported by students' responses at their focus group interview, professor's answers at his interview as well as the English class observations. These results clearly illustrate that albeit professor and students are aware of

this predicament, there are no measures taken to cope with the issue of having few listening lessons throughout the semester.

Through this section there were stated the findings obtained from conducting this research. There was also room for triangulating the data obtained. This procedure allowed to establish certain facts which will be stated and concluded in the following section.

8 CONCLUSION

Listening comprehension is likely to be an essential feature used by students for making sense of oral texts. This fact manifests how vital it is to make the right decisions when designing the syllabus and training teachers in order to overcome the methodological mistakes that keep learners from going through what listening comprehension entails. In order to accomplish this, several variables must be born in mind to help learners enhance their performance at the moment of being exposed to oral texts. That is, the synchronization between the English class and the English lab sessions should be held in both theory and practice. Moreover, it is highly needed to state the coherence among the teaching tenets, the beliefs, the professor's input and the students' outcome taking into account the type of lesson (listening) of the class. Hence, it is a must to design strategies and train professors with the express purpose of fostering the development listening skills in target learners.

Moreover, tenets to lead a listening lesson, as a compulsory requirement on the development of the listening skills have been undervalued and neglected as a procedure that involves both teacher and student. This was clearly evinced at the English classes where the professor failed to put into practice the different principles that a listening lesson should be made of. Conversely, the English lab sessions entailed the different tenets to lead a listening lesson in order to provide the scholars with the opportunity of being exposed to accurate conditions while developing the type of activities that the lesson included.

A final word must be said regarding the role of the Internet during this study which in some specific situations is a factor that affects users by the low quality of its connection. In

this sense, English lab professors should take into account that in some of the lab sessions the development of the activities planned are likely to be delayed by the quality of the Internet connection. Learners, however, may be engaged to use the Internet and learning objects outside the English lab anywhere as long as there is a place to log in for carrying out the exercises. Indeed, the engagement value of Learning Objects as stated by Kay & Knaack (2007) may be used as a motivation and supporting factor that fosters students' interest in using these objects during their learning process especially to overcome the listening skills.

In addition to the low quality of Internet connection, another limitation that was held in this study has to do with the fact that English classes gave little room for identifying the students' outcomes once they had been exposed to learning objects at the English lab. This issue was a major problem at the moment of stating a final word regarding the students' development of listening skills once they had been exposed to the use of LOs. In other words, this fact made it difficult to know their improvement in their English classes, especially, in listening competence.

Nonetheless, the results obtained from this study, especially from the English lab observations, are consistent with what Field (2002) has confirmed regarding covering the stages to carry out a listening exercise. In this case, it is possible to say that his conception and its practice allow to state that planning a listening lesson demands a conscious and careful planning which must be focused on the principles and processes that are part of the class. All these aspects were born in mind while creating the accurate setting to get from

the students the outcome obtained, that is, their remarkable performance throughout the three English lab sessions observed.

The previous paragraph depicts that what is being done in the English lab classes might aid students in fostering the development of listening skills. This statement is justified when the students themselves manifest they are pleased to implement LOs into the English lab sessions. Moreover, the way learners interact with the LOs in the English lab classes shows that they are fond of using these resources to overcome their listening problems. Thus, students' thoughts regarding the use of LOs are consistent with their positive attitude while implementing them. In short, when formal instruction and practice are merged there is room for knowledge.

Both English lab and English class are two essential subjects from which students might derive benefits if only there is a connection between them. In this sense, there is still a way ahead to improve those negative findings that were identified by conducting this research and there is also time to reinforce the positive results obtained from this study. Hence, what the future holds for Universidad Popular del Cesar and its community is likely to be meaningful in the academic process related to these two subjects.

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APPENDICES

Appendix A

Interview for teacher

Goal: The following interview has been designed for describing the different listening activities that are performed in the English sessions.

1. **Which of the following learning strategies are used by the students to develop the listening activities that are performed in the English sessions?**
 - ☐ Meta-cognitive (planning, monitoring, evaluating, and problem solving)
 - ☐ Cognitive Strategies (inferencing, repeating, deduction, imagery, elaboration, note taking, and translation)
 - ☐ Socio-affective (Cooperating with classmates, questioning the teacher for clarification or applying specific techniques to lower anxiety)
2. **Before carrying out the listening activity, do you establish the objective of the listening exercise? How so?**
3. **Do the listening activities provide learners with the opportunity of demonstrating understanding of the information and ideas in oral texts in a variety of ways?**
 - ☐ Yes:
Explain, please:
 - ☐ Not
4. **What stages do you use in the development of the listening exercises that are performed in the English sessions?**
 - ☐ Pre-listening stage (Set context, create motivation)
 - ☐ Listening (Extensive listening, followed by questions of context and attitude; preset task/preset questions, intensive listening, checking answers).
 - ☐ Post-listening (Examining functional language, inferring vocabulary meaning).
5. **How often do students carry out listening activities inside the classroom?**
6. **What difficulties have you found at the moment of developing listening activities inside the class?**

- 7. Do you know the listening activities that your students perform in the English lab sections?**
- 8. How often do your students talk to you about the listening activities they carry out in the English lab?**

Appendix B

Focus group interview for students

Goal: The following focus group interview has been designed for describing the different listening activities that are performed in the English classes as well as in the English lab sessions.

1. How do you like your English class?
2. What do you think about the activities you develop in the English class? (the student A understands the question)
3. How often do you develop listening activities in the English classes?
4. In the English lab, do you develop listening activities? How often?
5. What do you think about using internet or learning objects to learn English?
6. Do you feel motivated to use these learning objects to learn English? Explain.
7. Do you think there is a relationship between the English classes and the English lab classes? Explain.

Appendix C
English class Observation transcript form 1

Objective of the observation: Describe the role of the participants at their English session in order to identify what learning strategies they use inside the classes.				
Date: October the 7 th 2013 English Class: Intermediate II Number of students: 18				
Turns	ROLES OF PARTICIPANTS		LEARNING STRATEGIES	CATEGORY
	What teacher says	What learners say		
1	So... about the last class why weren't you here? (He remains quiet waiting for students to pay attention to him. He sets everything-looking for markets, looking for the attendance sheet, setting the speakers and the tablet- in order to start the class. He takes five minutes to do it).	(None of the students answers and keep interacting in mother tongue)		
2	(Teacher takes the attendance.)	(as he does it, students keep interacting in their mother tongue)		
3	So listen, last class were a lot of people absent, didn't come to class just (he looks at the attendance sheet) ...two , four, six, seven students came to class. And last class I was explaining about some topic that we are going to be working on, and although you were absent I am going to continue with the explanation because the reason is that you have to come to class why you didn't come to			

	class? Last class? Why?			
4		Student: I took my son to a doctor appointment. (the other students remain in silence)		
5	So, so, why? Don't forget to come. So, I was explaining the last class present perfect. (He starts writing on the board) What was the other topic I was explaining?			
6		Student: past		
7	Past. What's the past? Past?			
8		Students: perfect		
9	Perfect, what's the other one?			
10		Continuous		
11	Past...perfect, continuous, the other one was.. past simple, past continuous, and the other one was... present... what are the topics you have in your... books those who came to class...present continuous ?			
12		Students whisper in mother tongue: ¿o sea que va a repetir la clase?		
13	That..eh .. who brings computer here? (it seems like when he was setting the speakers with the tablet (iphad) something went wrong and he is looking for a laptop to mend the problem) Nobody			
14		Student: No lo traje.		
15	It's ok, so, what I'm going to continue explaining is about past simple but just about regular ...verbs (teacher writes on the board).	(As a result, students get distracted due to the pause and start using their mother tongue to interact)		

	Remember that there are some rules about this one that remains with ed at the end. There are some specific sounds t the other one is d , and id . So... (he interrupts the class to check whether the problem with the tablet was solved)			
16	So let's listen this about ed pronunciation of regular verbs ... and let's try to identify what are those words that they pronounce. (the audio is really bad, besides, although he tries to establish the pre-listening stage by setting the context, it is recommended to ask one or two students what they are going to do in order to check whether students are focused on the class).	When the audio is played, one of the students asks her classmate in mother tongue: Qué hay que hace'? the other students answers: Escucha' lo que el teacher esta poniendo. (The audio is bad, students get distracted again and start interacting in mother tongue, some of them ask their classmates for explanation of the exercise and others talk to each other about something different to the class).	Cooperating with classmates	Socio-affective.
17	You need to be in silence.			
18	Let me open it with a different program.	(Students get distracted again and start interacting in mother tongue).		
19		One of the students says to other using mother tongue language: o sea Paola, si el se equivoca tu también? Paola: por qué? Student: hay no es id , hay es ed . Paola: no, busca un libro de inglés donde te vaya a explicar lo de los verbos irregulares y no te va a colocar ed sino id . Student: es que ahí es ed . Paola: no. No traje el diccionario. En el diccionario si aparece.		
20	So, try to be in silent			

	(he plays the track again and it is the same: really bad)			
21		Student: ve, yo tengo unos parlantes de esos en la casa y esos suenan más que un equipo. (the audio is still on)		
22	D, T, and Id. Id is what we have what? What do you remember about these regular rules. There are some specific rules. Give me some examples			
23		(as students give the professor examples, he writes on the board. Some of them are doing something different from the class)	Monitoring	Metacognitive
24	Walk, work,			
25		Student: dance		
26	dance			
27	What else..?			
28	Need, want, prepare, what else? Give me more please, more examples...			
29		Student A: Was, was, Student B: wash (one of the students teaches the other how to say the verb by whispering the verb in his ear)	Cooperating with classmates	Socio-affective
30	wash			
31		Student: watch		
32	Watch			
33		Play		
34	Play,			
35		Stay		
36	Stay			

37		Play		
38	play			
39		Fly... fly		
40	Fly... irregular			
41		Fight		
42	Fight, it's irregular, those ones are regular. What else...? Neyerlines, Neyerlines, give me one different... (long pause waiting for her to answer) regular verbs			
43		Student: lie, like, like (a different student to the one than the professor had addressed answers)		
44	Like... but about these ones rules are different. (he points out the column of t) Love (he keeps writing more verbs on the board in that column). So, what are the rules? It's necessary to add some words at the end. how we pronounce walk in past participle?			
45		Student: Walked, walked. (just one student answers)		
46	Walked, this one (he points out other verb) work			
47		Work		
48	In past...?			
49		Students: Worked (Based on the previous example, several students answer)	Deduction	Cognitive
50	worked			
51	This one (he points out other verb) die...? (the target verb is irregular which is barely an accurate example to regular verbs)			

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52		Died		
53	It's necessary just to add the last one letter, just d			
54	Carry. We change this letter (he points out the letter y because it is preceded by..?)			
55		Consonant	Inferencing	Cognitive
56	Consonant, and add ed . What's the pronunciation of this one?			
57		Carried		
58	Carried. What's the pronunciation of this one? Marry. It is the same			
59		Married (but they read that wrong)		
60	Repeat please.			
61		Married (they keep reading the verb wrongly)	Repeating	Cognitive
62	This one ... (he changes to other word without reading it properly and points out other verb) dance? In past			
63		Student: d		
64	What's the pronunciation?			
65	Danced	Dance(overlapping)	Repeating	Cognitive
66	Danced			
67		Danced		
68	This one (check their notebooks on Thursday) dfsdfsd (overlapping)			
69	Just d			
70		Student: ed , ahh, sorry.		
71	D , what's the pronunciation of this one?			
72		Dasdas		
73	What's the past of need? Need. Ed . It	(students take notes about what is written on	Note taking	Cognitive

	doesn't matter because they have ed . It's not the way. This is a full verb, needed. Want, ed . prepare just d . fix... ed .	the board)		
74		(Some student whisper the way of reading the verbs)		
75	Show and stop. Those ones are similar to this one because here we have a consonant, here we have a consonant and hear we have. (once again one of the target verb is irregular which is barely an accurate example to regular verbs)			
76		A vowel	Deduction	Cognitive.
77	One vowel, but here we have the same, consonant, consonant and vowel, but it's not necessary to write down this one like this, show because it is showed. There is an exception with this one that ends in w . yeah, but about this one... is different, consonant, vowel and consonant. It's necessary to add the last one and add ed. But here, rule is similar to this one, w and x it's not necessary to do anything. (he points out one of the example where it is needed to double the final consonant plus ed) Say wash... what's the pronunciation to past?			
78		Washed.		
79 25:20	Washed, that's t .			
80		Washed.		
81	Watched, play			
82		(one of the students whispers played)		
83	When we have letter y preceded by vowel we			

	have just add ed , but when we have letter y preceded by consonant...(writes and points out the example) we change and add I and add ed , jump... ed , what's the pronunciation of this one...?			
84		(overlapping)		
85	Jumped, this one (he points out jumped) is this one (he points out the column t) or this one (he points out letter d)			
86		jumped	Repeating	Cognitive
87	What's the sound...? Jumped (he reads the verb in three ways t,d and id , so that students identify the correct one)			
		Jumped (they read the verb well)	Inferencing	Cognitive
88	There are not more, so this is a good exercise. I'm going to try to listen to the tracks again just to listen the volume...(he tries to play the track by plugging the speakers to his cellphone	(students start interacting in their mother tongue)		
89	Ok... listen... so about this one... (the audio finally works and he starts explaining to the class the topic by using the track. He pauses it, explain to them what the audio says, then continues reproducing the audio file) want, the example is I want... what's the pronunciation...? I want... I want ... so when you are trying to pronounce this it's necessary to join these words... it's necessary to join these words because sounds are better, it's easier when we are trying to pronounce this... I wanted to wait. It's not the same to say I – wanted – to – wait. You must stop			

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	three times ... I – wanted – to – wait. It's different if you say I wanted to wait, I wanted to wait. That's the reason why there are people from American English and British English with a different kind of pronunciation. This is the reason. What...? So listen to this. (he pauses plays the audio again). So, what's the sound of this one...? What's the letter t , d or id ?			
90		(overlapping)		
91	This word, smell, what does it mean smell?	(one of the students whispers "oler")		
92	What's the answer?			
93		Oler	Monitoring	Metacognitive
94	Yes!, when you arrive to your girlfriend's house and her mother is making cookies and it smells something good, you say mmmmm, it smells so good, smelled, but about this sound which of this words can you hear is the pronunciation?			
95		(overlapping)		
96	It's ...			
97		Student B: D		
98	It's D , yes, that's right. Smelled. (he plays the audio again so that students listen to the track that explains the pronunciation of smell) ... (he pauses the audio) let's stop and say: I visited ... (long pause) New York city , I visited, I visited New York city. (he plays the audio again)... (he pauses the			

	audio) the example of this one, what they say is that American people use to make different kind of pronunciation. Try to put your hand over here (he points out his throat) so, pronounce Fake, Fake			
99		(Most of Students remain in silence writing what is on the board and none of them put their hands on their throats.) Fake. (few of them repeat)	Note taking	Cognitive
100	Fake, Fake (he insisted on repeating so that students do the same)			
		Fake, Fake (students repeat in group)	Repeating	Cognitive.
101	Can you feel that your ... hand? it has a vibration. It's not like when you pronounce something you don't feel nothing here ... Pronounce ... say, this one f and s , it has not vibration here (he pronounces the letters several times in order for students to see it is voiceless) F, F, F, S, S, S. It's different when you say B, B. Put your hand on your throat, do it and say B			
102		Student A: B(most of the students do what the teacher is asking them to do, that is repeating and placing their hands on their throats)	Repeating	Cognitive
103	C (professor continues pronouncing voiced and voiceless letters)			
104		C (students repeat)		
105	F			
106		F (students repeat)		
107	S			
108		S (students repeat)		

109	Puede decirse que estas letras (he switches to mother tongue and points out the letters F and S) no vibran			
110		No vibran (student C whispers)		
111	A eso hace énfasis el audio. (he continues using mother tongue) Muchos Americanos varían el sitio de la pronunciación. (he plays the track again).			
112	(he pauses the track). Those words... (he plays the track again)			
113	(he pauses the track)The example says...(he points out some of the words they've just listened).			
114	Play, Love, What is the pronunciation of this one? (He points out one of the words written on the board) d , t or id ?	One of the students answers ; d after that		
115	It's d (He plays the track one more time)(sentences according to the topic)	(Overlapping) (Some of them say ` d` , The other ones say ` t`)		
116	What's the meaning of this expression?(he asks the students the meaning of clear up)	(None of them answers)		
117	(He writes on the board a sentence from the track). She cleared it up, according to the audio ; What's the meaning of clear up?	(Some of them give wrong meanings like : ordenar ,limpiar)(that means aclarar)	Translation	Cognitive
118	Teacher asks the students ; What's the pronunciation for cleared it up ? d , t or id .	(Overlapping) (Some of the students say d , the other ones t...)		
119	(He plays the track again to make the students clear the meaning of ` cleared it up`).(the			

	class is interrupted by a student that is knocking on the door, he was late)			
120	(Teacher continues with the class)			
121	So, what are the word written here (on the board) that sound like id at the end?. Want-wanted, prepare-prepared, fix-fixed, study-studied, jump- jumped.	(few students answer, while the teacher is asking ,they say d , t or id , in each case)(some of them make mistakes)		
122		(A student asks something in Spanish about the sounds) Profe, como se aprende uno todas esas normas?	Questioning the teacher for clarification	Socio-affective
123	Estudiando señor. (he answers shortly and continues asking to the students to repeat the pronunciation)			
124	Repeat these words ; need – needed ,visit – visited, invite –invited.	(A few students keep repeating)	Repeating	Cognitive
125	(teacher explains) In some cases to form the simple past tense is necessary to add ed at the end of the verbs.			
126	(teacher also explains) It`s necessary to change `latin i` by `y` and add ed to form this past; example; Carry- carried , marry- married , study- studied .	(Students are quiet)		
127	So, now I m going to continue with a paper that is necessary to fill(he holds some pieces of papers)(he switches into Spanish to explain them something they should fill in about	(They start talking to each others in their mother tongue)		

	``plan de mejoramiento en lengua castellana e inglés``)			
128	(teacher plays some music in english)	(While the students are solving some questions about a survey ,they talk about something else in their mother tongue)		
129	(He asks the students for the papers and collect them)			
130	Remember that I'll share a workshop you have to bring solved by e-mail, It is for the next class.	(some of them pay attention, some others type messages and when the teacher switches into Spanish most of them leave the class)		
131	Es todo por hoy , nos vemos la próxima clase (the class ends)			

Appendix D
English class Observation transcript form 2

Objective of the observation: Describe the role of the participants at their English session in order to identify what learning strategies they use inside the classes.				
Date: October the 4 th 2013 English Class: Intermediate II Number of students: 17-18				
Turns	ROLES OF PARTICIPANTS		Learning strategy	Category
	What teacher says...	What students say...		
1	(Teacher comes in to the classroom with some students)	(Some of them are distracted and the rest of the students were late)		
2	So, last class I told you that we`re going to continue working with the copies. Did you bring the material?	(Most of the students go out to get the copies from the workshop)		
3	(He writes on the board some topics the workshop includes)			
4	We are going to be working in order to develop the material so It`s necessary to take the copies			
5	(While the students are out He writes on the board the topics along with the grammar structure)(past, past perfect, past perfect continuous ,present	(Some of the students keep talking in their mother tongue)		

	perfect, present perfect continuous)			
6	This is to check the information about the video (He points out the copies)	(The students come back to the class)		
7	(He starts explaining the topic)			
8	This is past simple – ed (teacher keeps explaining and writing on the board all the structures of the grammar the workshop contains.)	(They're quiet they keep writing on their notebooks what the teacher is saying)	Note taking	Cognitive.
9	(he takes the copies) In this reading what are verbs in past simple, what are in past continuous, past simple passive and past perfect tense	(None of the students answer)		
10	(he`s reviewing about past simple) Past simple! what`s the main idea in this material? Which one?	(student 1 whispers “leer”)		
11	We continue reading, we can talk about past simple, using was and.... Past simple using this (he writes on the board)			
13		students say “were”		

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12	Regular verbs and irregulars verbs. Using regulars remember “ed” termination, example:			
13	(he write some regulars verbs on the board)			
14	Give me some more verbs (then he writes another list of irregular verbs)	Student 1 says “love”, “start”. Student 2 says “work”		
15	Do you remember past passive?	(no one answers)		
16	We use verb “to be” was and were (he writes on the board), plus verb in past participle. For example			
17	It was painted in 1913. It is necessary to use verb to be in past and here (he points out to the board) verb in past participle.			
18	This one is irregular. What else? There are no more	(they remain quiet but writing what is on the board)	Note taking	Cognitive
19	(he checks the copies) So if you want to know the structure of past continuous.			
20	It’s subject + verb to be (was, were) And verb in continuous ing + complement It’s necessary to have a subject and			

	auxiliary, the verb and complement.			
21	To change the sentence in negative way it's necessary to change the auxiliary. Example: I wasn't working yesterday			
22	We have to use an auxiliary verb, if we want to make yes/no questions, we always begin with one of these verbs (be, have, do or a modal verb) and we can answer with a simple yes or no (he writes on the board) Example: The auxiliary verb + subject + verb + complement + question mark. Example: Does she work on weekends? Yes / yes, she does	(they remain quiet but taking notes from the class)	Note taking	Cognitive
23	(he continues explaining the topics on the workshop)			
24	Past continuous; when we are using past continuous, we need to be in past + verb in gerund. Example: The picture was hanging in his office			
25	So, if you have questions about this, you can ask me.	(they keep on silence)		

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26	Those are necessary rules, like an English teacher we are, all of you to take into account all time are necessary all time, every day in classes, may be at home too, when you are outside.			
27	So, in this material you are going to find some exercises about past simple, past continuous, past simple passive or past passive, past perfect and past perfect continuous.	(they keep on silence)		
28	(he continues showing the workshop to the learners)			
29	There are more exercises here about past, so were going to work together, then I'm going to check, so it's necessary to make groups..	(they keep talking in their mother tongue)		
30	(he talks about a video the student have to watch to complete the workshop) About the video I'm going to share the information, I'm going to download here to give the video to you.			
31	So, did you bring USB memory to the class?	(most of them say "NO")		

32	Why? It's necessary to have it	(they talk to each other in Spanish)		
33	(then he decided to send the video by e-mail)			
34	Questions? Questions about this?			
35		(none of them answers)		
35	This is the copy, I explained to you			
36	So, organize in groups			
38		Student 1 says: se nota que entendieron (During the activity all of them keep talking in their mother tongue)		
37	After a while (he explains to some the students something about the copies) regular and irregular, in past tense.			
38		(they talk to the professor in their mother tongue to ask him some questions)	Questioning the professor for clarification	Socio-affective.
39	(he continues helping the students with some items of the workshop)			
40				

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	This workshop is for you to practice the topics that will be part of the second exam. (he clarifies they have to practice at home)			
41		(they keep talking in their mother tongue)		
42	I'm going to share the activity in three parts, the second one, the last one work the next activity and they need to be completed with the attached file.			
43	Don't forget the next class to be serious, at the end of the class "oh teacher I didn't come so I don't know what to do"			
44	(he tells the students they have to be informed about all that is related to the class) Most of you are absent today. This group is formed by twenty two students And there are just 10 students. So, don't forget to tell your classmates they should come to class.			
45		(some students pay attention to their professor, others keep solving the workshop)		

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46	(Teacher chooses some students to read the targeted item of the workshop)			
47		(some of them discuss about the workshop in their mother tongue)	Cooperating with classmates	Socio-affective.
48	(Teacher keep explaining some items from the workshop passive simple after that, he takes the attendance but most of them are absent)			
49		(most of them keep talking in spanish)		
50	(He stopped the activity to check it, switches in to spanish) ok, paremos todos aqui.			
51	(he checks the first item)			
52	Which are the words written in past simple?	(some of them, answer want)		
53	(he corrects them "wanted")	(they repeat "wanted")		
54		(they say "put")		
55	Put, repeat; "put"	(they repeat "put")		

56	(he gives them one verb according to each past verb form on the workshop)	(they write them on their copies)		
57	“Were visiting”, that is past continue. “Was repaired”, that is past simple passive. “Had damaged” it’s past perfect. “Was standing” – it’s...	(they pay attention to the teacher) (one of the answers “estaba de pie”)		
58		(students laugh because there are some students singing on the hall)		
59	(the professor ask them to keep it low)			
60	(after developing with the learners a part of the workshop)			
61	(he reminds them about the files he’ll send to them for practicing the topics)			
62	(he switches into spanish to finish the class by saying)	(most of them keep talking in their mother tongue)		
63	Ya saben como hacer, los pasos a seguir, las copias que tienen, debemos bordar todos los temas, observar el video y tratar de responder las preguntas que allí se encuentran, se adjuntan al correo y me las envían.			
64	(he switches into english) So, that’s all for today I hope to see you all next class!	(they say “bye”)		

Appendix E
English class Observation transcript form 3

Objective: Describe the role of the participants at their English session in order to identify what learning strategies they use inside the classes.				
Date: September the 30 th 2013 English Class: Intermediate II Number of students: 18				
TURNS	ROLES OF PARTICIPANTS		LEARNING STRATEGIES	CATEGORY
	WHAT THE TEACHER SAYS...	WHAT STUDENTS SAY...		
1	(He takes attendance)	(Students answer while they talk among each other in mother tongue)		
2	So, what about the video? Last activity			
3	(He asks them who had difficulties to watch the video to do the last activity) ¿Quiénes lograron ver el video que les compartí para desarrollar la actividad?	Overlapping (Students express they couldn't watch the video)		
4	Well, let's start checking the activity.	(They look surprised because they think it had to be developed next class)		
5	(Teacher asks them to hand out the workshop they were working in last class)	(Student 1 says): "Teacher please let's do it for next class because we haven't finished yet".		

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6	(He switches in to Spanish) El viernes, entonces voy a darles otra oportunidad, entonces tienen plazo hasta el viernes, para que me entreguen esa actividad. (Teacher gives them a second chance to finish the work)	(They all agreed)		
7	(He starts writing on the board some topics, the students will investigate about to)	(They keep talking to each others in mother tongue)		
8	So, I want you to find out about these modal verbs uses.	(Some of them pay attention)		
9	Modal verbs like; Have to; Must, Allowed to, Don't have to, Can and Should. Two or three examples You're going to investigate about these ones.	(They write on their notebooks what the teacher is saying)		
10	We're going to be working on the modal verbs next class	(While the teacher explains what's for next class they keep talking in mother tongue)		
11	(He also writes on the board some items, the students will have to do for developing the class)	(All of them take notes from what is written on the board)		
12	What's the date today?	Student 2: "October the 7 th "		

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13	(He writes the date on the board) Yes, October-7 th -2013.			
14	So, we're going to do today activities about Past, Present Perfect, Past Perfect and Past Perfect Continuous. (He writes on the board)			
15	So, today we have an activity of speaking. I'm going to give you different places or situations. (He writes them on the board)	(They keep speaking in mother tongue)		
16	So, about these situations you are going to make a short conversation it's a role play using these topics.	(They pay attention) And student 2 whispers: "We don't have enough time to do it now"		
17	It's necessary to make groups of four people, you're going to select the topic, there are several options on the board.			
18		(Some of them don't understand and ask the teacher to repeat what they are going to do) Student 3: "Teacher repeat please"		
19	A short conversation, using these topics (He points out to the board)			
20	(He switches into Spanish to tell them some of them are missing several classes and			

	reminds them They can fail the subject if the situation doesn't change)			
21	And I'm going to pick up the papers about the last activity that we were doing in class.	(They are on silence)		
22	Did you finish?	(none of them answers)		
23	I'm going to check the photocopies (Asks again) Did you finish?	(Most of them say "NO")		
24	Why? Free time Saturday, free time Sunday, free time Monday...	(None of them answers)		
25	So, work on that please! And the copies are for the next class!			
26	So, make groups and continue working on the roles.			
27		Student 2 asks: Teacher; Do we have to do the role play for today?		
28	Yes, you do, there are some students that don't like to speak. So, it's necessary to stop this situation, you are not going to say "Yes" "Oh yes".	(Some of them laugh)		
29	Try to make long phrases			

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30	Topics are here (points out to the board) You choose the situation you'll work on. If you want to make groups of two people it doesn't matter.			
31		(Student 3 Asks) Teacher; Y esto ¿Debemos presentarlo hoy?		
32	Yes! This is an activity we are going to finish today.			
33		(They start organizing in groups to prepare their performance)		
34		(As they prepare the role play they also talk to each others about something else in mother tongue)		
35	He supervises the activity by going over each group to ask them about what they chose and to verify their work	Student 2: "Teacher we're going outside to practice the role".		
36	OK	(Some groups go out to practice their performance)		
37		(During the preparation of their performance most of them talk in mother tongue)		

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38	(Teacher gives the students some ideas about how they can do their performance)			
39	You're going to do it about real situation; For example you can talk about a party you had last weekend, you can talk about makes your favorite movies, even! You can have a conversation about having a baby			
40		(They continue preparing their performance)		
41	(Teacher goes out for a while to check the work of the rest of students)			
42	(he's back)			
43		(The students that were out of the classroom come back there)		
44	(Teacher asks if they're going to start) Are you ready to make your performance?	(Most of them answer "NO") Student 3: "No teacher todavia No" Student 2: "Please give us some minutes"		
45	In fifteen minutes we start	(Some of them pay attention)		
46	Ok, I think is time to start with the activity.			
47	Let's make a round table please.	(They organize a round table to start the		

		activity)		
48	(Teacher asks for a volunteer group) Who wants to start?	(None of the groups wants to do it)		
49	Volunteers?	(They start discussing who's going to start) Student 1: "Teacher I think you should choose the group to start." Student 2:" No! If there's a volunteer it's better!" Student 3: "Indira's group first!" Student 2: No," why don't you pass first?" Student 3: "No estamos listos"		
50	(Teacher mentions the topics of each group) Here are three groups that are going to talk about the cafeteria. A group that's going to talk about cellphones, another one at the shopping mall, here we have a different situation about hospital and this one is going to talk about babies.			
51	So listen, who's ready to do it?	(Finally a group decides to start) Student 2: "Well, teacher we start."		
52	So, start please.	(Most of them keep talking I mother tongue)		

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53	Pay attention please!	(Now they're quiet)		
54		(A group of three students start their performing by making an introduction)		
55		(The other ones are making arrangement about their presentation, in fact they hadn't established introduction for their performances.)		
56	It was very short, it was very clear the situation, your speaking is nice so, congratulations. Because it's something you have to improve, but was good (A general comment about this first presentation)			
57	(He explains them, they have to be spontaneous, they need to use modal verbs)	(They keep practicing their lines of the dialogue without paying attention to the teacher.)		
58	Situations outside happens without thinking, we don't prepare, we have to be spontaneous in different situations maybe you go to a different place and you need a friend in a different country and you say "Oh please I need help", "I want to", "I need to" and you say "You can", "Would	(They listen to the teacher)		

	you please?”.			
59	Don't be afraid about you! Who's next?	(None of them wants to present their activity)		
60	There are people that have good English.	Student 4: “Teacher it's difficult.”		
61	Come on! (He starts calling them in front of the class)			
62		(The other groups present their performance)		
63	Teacher corrects the majority of their introductions.			
64	Teacher refers to phrases the students were using during the performances and corrects them.			
65		(The last group goes in front of the class to make their performance)		
66		(They finish their presentations.)		
67	Teacher gives them a general comment about the activity and tells them about homework.			

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68	(Teacher explains the homework)	(Some of the students talk among each others)		
69	He switches to mother tongue	(All of them pay attention.)		
70	(To finish the class he switches to English and tell them what he said in mother tongue)	Student 2: Only one animal?		
71	For next class you'll bring a picture of one or two animals and you are going to describe them in front of the class. That's all for today We can go home now.			
72		(All of the say "Bye")		

Appendix F
Students focus group interview

Number of students: 7

Goal: The following focus group interview has been designed for describing the different listening activities that are performed in the English classes as well as in the English lab sessions.

Interviewer: Hi guys, as I already explained to you this is going to be a quick interview where you will be asked some questions related to your English classes as well as your English lab classes.

Let's begin with you, this is the first question:

1. How do you like your English class?

Once the interviewer asked the first question, all of them said to the interviewer to have the interview in Spanish, that is why they answered the question in their mother tongue.

(the interviewer had to rephrase the question using Spanish)

¿Qué piensan ustedes de la clase de inglés?

Student 1:

Pienso que la clase de inglés es muy productiva para nosotros como estudiantes, pues a eso es que venimos acá, a aprender esta clase de idiomas para poder enseñarlo a otras personas o a otros estudiantes y a la vez que nos sirva como medio de supervivencia.

Interviewer: Ok, thank you for your answer. Any other person has something to say here? ¿Hay algo mas que agregarle a esta respuesta? (students remain in silence)

Let's go to the next one,

2. What do you think about the activities you develop in the English class?
(the student A understands the question)

Student 2: Las actividades que desarrollamos me parece que son excelentes, que nos llevan a un propósito de seguir esforzándonos en el tema de la pronunciación y entender la lengua, ya que con eso podemos ir desempeñándonos mejor y son necesarias para seguir aprendiendo.

Student 3: (he decides to talk in English) I think the activities are good but they could be better. I don't like to do the same activities. Just role-plays or workshops. I want to do different things in the English class.

Interviewer: any other opinion regarding this question (nobody answers)

Now, the third question is:

3. How often do you develop listening activities in the English classes?**student 1: can you repeat the question teacher?**

Interviewer: Do you develop listening activities once a week, twice a week, once a month... how often... got it?

(The seven students that are in the focus group interview nod)

Student 1: eee, (he hesitates) pues, de listening, las practicamos 1 vez por semestre, perdón, por cohorte.

Student 4: eee (hesitates)... son muy pocas, las clases que tenemos son tres días que nos tocan ingles en la semana. No hacemos casi de listening así seguidas. El día que nos toca la clase, solo es la clase y nada más (most of the students that are inside the classroom nod)

Interviewer: Ok, now, let's take the next question,

4. In the English lab, do you develop listening activities?

Student 5: (she rises her hand) en la clase de laboratorio la mayoría del tiempo realizamos actividades de listening.

Student 6: (she rises her hand too) eee si, las clases de laboratorio la mayoría son de listening, siempre estamos haciendo actividades de escucha para ir reforzando cada día más, para ir entendiendo –perdón- cada día más lo que es en la parte de inglés.

Interviewer: thanks for your answers, the next question is

5. What do you think about using internet or learning objects to learn English?

Student 4: Pienso que el uso del internet en cualquier parte para aprender inglés es productivo de cierto modo ya que ayuda en cierta forma con algunas actividades y con la traducción de palabras desconocidas. Además, en las páginas de internet que utilizamos (student 5 whispers: learning objects) eso, learning objects o objetos de aprendizaje son muy útiles porque nos dan instrucciones de que hacer, podemos repetir lo que no alcancemos a escuchar bien, y también podemos seguir practicando en casa para seguir aprendiendo.

In that sense, **do you feel motivated to use these learning objects to learn English?**

Explain.

Student 3: repeat please...

Interviewer: Are you motivated to use internet to practice the English language?

Student 3: (nod) pues, para mi, el internet es un complemento para aprender ingles, pero hay que utilizarlos bien, porque a veces buscamos mal las palabras.

(All of them nod)

Interviewer: And finally, **do you think there is a relationship between the English classes and the English lab classes? Explain.**

Student 7: (she rises her hand) pienso que no hay una relación entre la teoría y la práctica que tenemos semanalmente y ... en la clase teórica desarrollamos actividades muy diferentes a las que se desarrollan en la clase de práctica.

Interviewer: Does anybody else think the same?

Student 1: Estoy de acuerdo con lo que dice el compañero, son situaciones muy diferentes, realizamos actividades muy distintas, no tiene nada de relación con la clase.

Appendix G

Interview for the professor

Interviewer: Royer David Redondo Castro

Objectives: To identify teaching conceptions and beliefs in relation to writing instruction and feedback.

Age: 29

Genre: Male

Degree: English and Spanish professor (Universidad Popular del Cesar)

Professor of: Advanced 1

Experience: 5 years

Goal: The following interview has been designed for describing the different listening activities that are performed in the English class.

Interviewer: We are gathered here with professor Carlos Guerra, who has agreed to have this interview, whose purpose is to describe the different listening activities that are performed in the English sessions. There are 8 questions and we will be doing this interview in order to collect some data regarding the description of the listening activities that have place inside the English classes.

The first question is the following one:

1. Which of the following learning strategies are used by the students to develop the listening activities that are performed in the English sessions?

- Meta-cognitive (planning, monitoring, evaluating, and problem solving)
- Cognitive Strategies (inferencing, repeating, deduction, imagery, elaboration, note taking, and translation)
- Socio-affective (Cooperating with classmates, questioning the teacher for clarification or applying specific techniques to lower anxiety)

Professor: Good afternoon Mr. Royer thank you for you to invite me to do this interview. Well, we use a variety of strategies according to your question. We use a lot of repetition and sometimes we use deduction and elaboration of many things and we use cooperating with classmates and sometimes questioning the teacher for clarification or applying specific techniques and problem solving is very important too.

Interviewer: Ok, thank you for your answer, the next question is

2. Before carrying out the listening activity, do you establish the objective of the listening exercise? How so?

Professor: Well, (hesitates) even the objective is established and the plan, the lesson plan, when the class starts, when we are working about listening we go right through the activity and I never establish the objective with the students per se.

Interviewer : Ok, thank you for your answer, let's go to the next question.

3. Do the listening activities provide learners with the opportunity of demonstrating understanding of the information and ideas in oral texts in a variety of ways?

Professor: Yes, we usually use or that's common to use the role-play before (hesitates) after sorry, students have listened an information and they have understand the information (hesitates) we use to plan a role-play for them to evaluate that's the way.

Interviewer: Now let's go to the fourth one

4. What stages do you use in the development of the listening exercises that are performed in the English sessions?

- Pre-listening stage (Set context, create motivation)
- Listening (Extensive listening, followed by questions of context and attitude; preset task/preset questions, intensive listening, checking answers).
- Post-listening (Examining functional language, inferring vocabulary meaning).

Professor: well, when the student have listened the material and (hesitates) we check the answers (hesitates) about the listening and then we go to right through the role-play. That's the way to improve our listening.

Interviewer: thank you for your answer professor, let's go to the next one

5. How often do students carry out listening activities inside the classroom?

Professor: Well, we have some problems with listening activities. We have a (hesitates) great number of students in the class and we have not a good tape recorders or cd players so it's not very common to include the listening activities in the classroom. It's a little bit difficult.

Interviewer: well professor, I think that your answer kind of already solved the next question because it was intended to know or find out what difficulties have you found at the moment of developing listening activities inside the class and you've already mentioned that due to the amount of students in the class it is kind of difficult to develop this kind of activities. Let's go to the next one, I mean, let's go to the seventh question. (The sixth question was **What difficulties have you found at the moment of developing listening activities inside the class?**)

7. Do you know the listening activities that your students perform in the English lab sections?

Professor: well, (hesitates) not exactly. I don't have a connection with the English lab teacher so I don't know, I really don't know what are the activities, the listening activities they are doing in the lab.

Interviewer: And finally, and before stating this question I just want you to know that I am pleased to have this opportunity of sharing with you all those procedures that are needed to develop and to conduct a research, and (hesitates) and the question is

8. How often do your students talk to you about the listening activities they carry out in the English lab?

Professor: Well, my students never talk about it and I never ask them about it. That's the reality teacher Royer.

Appendix H
English lab observation transcript form 1.

<ul style="list-style-type: none"> Objective of the observation: Describe how the students interact with the LOs in the English lab sessions. 					
Date: October the 10 th 2013 English Class: Intermediate II Number of students: 18					
Turns	ROLES OF PARTICIPANTS		Students Interaction with LOs	Learning Strategies	Category
	What teacher says	What learners say			
1	Good afternoon everyone, how is everything going?	(students were laughing when the teacher asks the question laughing)			
2	Wao, I can see you are very excited about taking this class today.	(most of the student listen to the professor)			
3	Look how happy you are.				
4		Student A: Jhonnatan was telling a joke teacher and it was really funny.			
5	Can I ask what was the joke about?	(nobody answers, but they look at the one who told the joke)			
6	Jhonnatan?				
7		Student B: ok teacher pero en español.			
8	Your Spanish is perfect Jhonnatan, now try English...	(Most of students start laughing.)			

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9		Student B: Es que no me lo se en ingles.			
10	As usual, You should try to improve your English by taking advantage of every single opportunity you have.	(Student B nods)			
11		I now teacher.			
12	For instance, what would you answer if I gave you a call? (the professor pretends to be dialing Jhonnatan's number) Hi, good afternoon, can I speak to Jhonnatan?	(the students are interested in the example the professor is setting)			
13	(as the student B answers the professor nods along)	Student B: Hi, I am Jhonnatan.			
14	Hi, Jhonnatan, I just want to give you a ring in order to know about you...	(student B seems confused)			
15	Do you know the expression give me a ring? I mean, this is a question for everybody, do you know the meaning of the expression give me a ring?	(Few students nod in agreement, the rest of them are quiet.) Student A: yes teacher, I know.			
16	Well, can you tell Jhonnatan the meaning of give you a ring?	(most of the students are interested in knowing the meaning of that expression because they are both quiet and looking at the student A) Student A: yes, Jhonnatan is when somebody calls you.		Cooperating with classmates	Socio-affective.
17	Or phone you, isn't it? (the professor makes the gesture of having a phone on his hand as he express his sentence)				
18		Student B: Ya se que es profe.			

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19	Your Spanish is perfect Jhonnatan, it's like wine, it gets better and better.	(All the students laugh) Student B: I know teacher (student B laughs as he speaks)			
20	A question for everyone, what comes to your minds when you hear the words phones, call, ring and phone calls?				
21		Student C: I think in cellphones.			
22	Great Angie, You think of cellphones, you think of cellphones. Or perhaps, you think about somebody will call you...				
23		(student D interrupts the professor) Student D: or taking the message		Monitoring	Metacognitive
24	That's right Pao, that is why the objective of the listening exercise that we will be doing today is related to taking a message from a phone call in order to identify how well is your performance at doing it. Jeffer, explain to your classmates what you have to do because I totally forgot it, please.	(Most of the students nod as the professor explain the activity, the rest of them seem confused)			
25		Student C: Jeffer is lost teacher.			
26	I kind of see that coming, do you know why Jeffer? (he pauses to let the student answers the question, but he avoid eyes contact) well Jeffer, the point is that when I was explaining you were looking at the screen of your computer, weren't you?				

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27		Student E: yes teacher, I know.			
28	What we are going to be doing today is a listening activity that has to do with taking messages from a phone call, by doing this you will know how good you are at taking a phone call. Is that clear? And please, complete answers, full answers, not just yes, not, studying, playing... Got it?				
29		Student E: Yes, now I know what to do (students nod in agreement)			
30	Perfect, to do so, please log on the following link (he writes the link on the board) http://www.settlementatwork.org/lincdocs/linc4/banking.customer.service.phones/gimme.ring/index.htm and develop the first five exercises.				
31		Student D: Ok teacher, but I forgot my headphones			
32	How many times did I ask you to bring headphones last class?				
33		(most of the students show the professor their headphones and whisper in Spanish “yo traje los mios”, “yo los metí de una vez ese mismo dia al la mochila”) I know teacher but I forgot it.			
34	Have these ones so that you can carry out the activity	Student D: that’s why I love you teacher, next time I promise I’ll bring			

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		them, you will see.			
35	Looking forward to it dear.	(she laughs and start doing the activity)			
36	(the teacher monitors the activity by walking around the class)	Student A: teacher, we just click in the audio and solve the questions? (all the students look at the professor to know his answer)			
37	Yes dear, you listen to the man on the phone, then, you solve the question based on what you've heard.	Student A: easy (students nod in agreement)			
38	(The teacher goes over each one of the students to make sure the audio is working properly, unfortunately, he has to move two students from their computers because the audio card is broken, he asks one of the students to use the computer that is assigned to the professor, and gives his laptop to the other student to develop the listening activity).				
39			(They listen to the audio and start making gestures like they had problems to understand the oral text.)		
40	Please, if you have troubles to understand the audio, try to identify words that you will probably use in phone call, or you can write the words that you listen from the audio, or look				

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	at the questions and see if you can listen to some of the words that are included in those questions.				
41			(Most of them listen to the oral text again and make notes about the audio. They seem to have a better understanding of the oral text)		
42	(teacher continues monitoring the activity) How are you doing?				
43		Student E: Teacher, can you explain the five question?	(Students repeat over and over the track in order to answer the questions, they also discover that they can see the answers of the exercises if they wish, however, they decide to develop the activity without checking their answers. One of them whispers in their mother tongue: "me falta la 3", "la cinco no la entiendo")		
44	Of course I can explain to you the fifth question, everybody please, pay attention to the explanation of the fifth question. The fifth question asks				

	you to organize the oral texts by using the sentences that you can find in that question. How many sentences are there in that question?				
45		Student F: There are five sentences.			
46	That's right, the oral text is made of those five sentences and you just have to organize them.	(students nod in agreement)			
47	How do you start a paragraph?	(students listen to the question but they remain quiet)			
48	When you are writing (professor makes gestures as he were writing) What comes after a period?				
49		(one of the students whispers in Spanish: "mayúscula")		Deduction	Cognitive
50	Try English...				
51		Student G: How do you say mayuscula in English?			
52	You say capital letter. So, how do you start a paragraph in English.	(students say "aaaaaahhhh")			
53	(the professor laughs) now, how many sentences have you found that begin with capital letters?				
54		Student E: ok teacher, we got it.			
55	Great. Look, I know that the learning object or activity you are doing allows you the check the answers but I'm glad to see that none of you have tried to cheat on. That is why I'll give you five more minutes to finish the			Inferencing	Cognitive

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	activity.				
56		Student B : si teacher, si miramos perdemos nosotros.			
57	Jhonnatan, please, try English, if you want, you can write down what you want to express and then read it.	(students laugh)			
58		Student B: ok teacher.			
59	(he keeps monitoring the activity)				
60	Repeat please.		(Students remain in silence listening to the audio and answering the questions)		
61	(ten minutes later) have you finished yet?			Repeating	Cognitive
62		(most of the students are finished) Students: yes.			
63	Yes what...?	Student A: Yes, we have my dear teacher.			
64	Now you are using English to communicate. Well, do you have any questions about the activity, any new word?				
65		Student B: (student reads his question) teacher, why the activity says gimme and you write give me? (the other students have problems to understand the question)		Repeating	Cognitive
66	Jhonnatan, did you finish the activity?				
67		Student B: yes teacher.			
68	Did you read (he makes the gesture as				

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	he were reading) all the instruction to finish the activity?				
69		Student B: yes teacher.			
70	Ok, let's see... Everybody, let's go to the first page of the exercise...	(students follow teacher instruction)			
71	Are you there?				
72		Students: yes.			
73	Yes what...?	Student C: yes we are teacher.		Note taking	Cognitive
74	Great Pao, Jhonnatan is asking why there appears gimme and not give me, now, I ask you, is the answer to that question in that page?		(students start reading what was in that page and nod along)		
75	Is it there Jhonnatan?				
76		Student B: yes teacher, sorry teacher.		Deduction	Cognitive.
77	Thank you Jhonnatan, gimme the first answer... please. Let Neyerlines read the question for you				
78		Student F: ok, (she asks one of ther classmates "cual es la pregunta?" The students answers "la primera") (the question is: What does Chris think Katie is doing? But she reads it wrong)			
79	Ok Neyerlines, repeat, what does...?	(she repeats the question well)			
80	Thank you Neyerlines, Jhonnatan, please, your answer is				
81		Student B: studying (most of the students say "complete answers Jhonnatan")			

82	That's right, try complete answers Jhonnatan, please.	Student B: (he starts writing the answer) ok teacher Chris think that Katie is studying.			
83	ok Jhonnatan, great, Chris thinks Katie, Chris thinks Katie is studying. Repeat it please				
84		Student B: (whispers to one of his classmates "se me olvido la S) ok teacher, (he repeats it better) thank you.			
85	That is the answer, is that what you have?				
86		Student A: yes, that is.		Repeating	Cognitive
87	Excellent, let's go to the next question, any volunteer?				
		(3 students show their hands as a sign they want to participate)		Inferencing	Cognitive
88	Yulieth, please, share with us the answer to the question that Yessica is going to read.				
89		Student G: What does Chris mean when he says to Katie, "I won't keep you?" (she reads the word SAYS wrong)			
90	Ok Yeka, What does Chris mean when he says, when he says to Katie, when he says to Katie "I won't keep you?" (the professor repeats the question so that the student identifies the mistake) Repeat the question Yeka.	(The student pays attention to the professor and nods as she listens)			

91	This word, smell, what does it mean smell?	What does Chris mean when he says to Katie, "I won't keep you?" (she reads it well this time)			
92	What's the answer Yuli?				
93		Student H: He wants a short conversation. (She answers the question well)		Monitoring	Metacognitive
94	Who wants a short conversation Yuli? (he asks the question to make the student aware of what she is answering)				
95		(she thinks about the answer, takes a moment to do it) Christ teacher.			
96	That's right Yuli, is that the answer to the second question.				
97		Yes teacher (overlapping)			
98	Let's try the next question Jeffer,				
99		Student I: can you repeat please?		Note taking	Cognitive
100	Do you want me to repeat what I said?				
		Yes please.		Repeating	Cognitive.
101	Read the answer to the question that Indira is going to read, please				
102		Student A: How does Emily feel?		Repeating	Cognitive
103	Jeffer, answer the question, please...				
104		Student I: she feels sick (student answers the question properly.			
105	Very good answer Jeffer, what about the fourth one, anybody?				
106		Student J: do I read the question teacher?			

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107	Let me read it for you Andrea, What is the most likely purpose of Emily's phone call?				
108		Student J: The purpose of Emily's phone call is to invite Linda to a party.			
109	Pretty good Andrea, and last but not least. Ok Indira, read the answer to the question that Jhonnatan will read.	(One of the students raises her hands)			
110		Student B: Organize the sentences according to the track number 5 (the student read the question well)			
11	Great Jhonnatan, and the answer is...?				
112		(Student A reads the answer properly).			
113	Excellent Indira, well, now I want you to send me the answers of those questions to my email, so that I can check those answers from those students that didn't participate orally. I guess that it will be all for today, next class, please, bring headphones. (the professor look at the student to whom he lent his headphones)	Student A: (the student laughs and nods) ok teacher.			
114	See you next class guys.	See you teacher (overlapping)			

Appendix I
English lab observation transcript form 2.

<ul style="list-style-type: none"> Objective of the observation: Describe how the students interact with the LOs in the English lab sessions. 					
Date: October the 17 th 2013 English Class: Intermediate II Number of students: 18					
Turns	ROLES OF PARTICIPANTS		Students Interaction with LOs	Learning Strategies	Category
	What teacher says	What learners say			
1	Good evening everyone, how are you feeling today?	(when the teacher greets students, some of them pay attention to him and the others keep interacting in their mother tongue, they are talking about the many midterm exams they have)			
2	Are you worried about your exams? (the teacher overhear what they are talking about).	(most of the student listen to the professor)			
3		Student A: the problem teacher is that we have 3 in one week. There is not time to study.			
4	Well, you already know what to do, study with sacrifice so that you take advantage of the investment you've made in this semester				
5		(the students pay attention to the professor) Student A: yes teacher we know, but the time is not enough to			

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		do it.			
6	Ok, with the purpose of time, I would like to ask you something in order to start the class, Have you ever given a speech in public? A speech in public, have you ever done it?				
7		(most of the students whisper: "¿Qué significa speech?, ¿Qué es speech?") Student A: I have, when I am teaching English in my school, my students are my public teacher, see?			
8	Thank you Indira, has anybody else given a speech in public?				
9		(One of the students asks the other to question the teacher for the meaning of speech). Student B: teacher, what's the meaning of speech? (the student writes the question before asking it to the professor)			
10	Oral presentation, do you know what it is?	(Student B and the rest of student nod in agreement) Student B: yes, I know.			
11	That is a speech				
12		Student B: ok teacher.			
13	What do you need to do in order to give a speech in public?... When you have an oral presentation, what do	(students remain in silence thinking about it)			

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	you do before you have to do it?				
14	(the teacher nods in agreement)	Student C: I study the text.			
15	Excellent Pao, you study to do well at it. What else do you do?	(students nod in agreement) Student D: I practice.			
16	Great Jhonnatan, you practice before doing it, you practice before giving an oral speech. But guys, there are other aspects that are involved in a speech. Actually, the objective of today's class is to understand the great importance of giving a good speech. To accomplish this objective I want you to log on this link (the professor writes it on the board) : http://www.open.edu/openlearn/money-management/management/leadership-and-management/speeches-and-speech-making/content-section-0	(students pay attention to the professor explanation)		Cooperating with classmates	Socio-affective.
17		Student D: teacher, se me olvidaron los headphones			
18	Did you forget your headphones Yuli?				
19		Student D: Yes, teacher.			
20	Yes what dear?				
21		Student D: I forgot my headphones.			
22	Last class it was Indira, now Yuli, here you are (the teacher lends the student his headphones)				

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23		Student A: Ok teacher, I had access to the link		Monitoring	Metacognitive
24	What about the others, did you guys access the link, this is what you should see on your screens (the professor points out the smart-board)				
25		(some students look at the board to check the image, some others are still typing the link)			
26	Are you there yet (he asks it after 2-3 minutes)				
27		Student E: yes teacher,			
28	Yes what Lady?				
29		Student E: Yes, we are.			
30	Ok, can you see all the items that are located to the right of your screens, how many categories do you see? (the professor points out the categories on the smart-board)		(some students look at the teacher, the others are looking to the screens in order to understand what the professor is saying)		
31		Overlapping: 8 teacher.			
32	That's right, well the listening exercise is in the item number 3, Jeffer, what's the name of that item?				
33		Student F: Speeches and speech-making.	(They understand the professor instruction by interacting with the learning object)		
34	That's right Jeffer, and in order to	(students nod in agreement)			

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	answer the questions included in that item, you need to go through all the other categories. Well, except the last 3 ones.				
35		Student G: Teacher, no se escucha nada.	(two students have problems to access to the audio)		
36	Did you finish reading?		(the two students laugh and start reading the information that the learning object includes)		
37	But since you've identified this problem, Ange, take my computer, and Yeka, take my laptop. (the professor asks them to change the computer so that they can develop the activity properly.	(both student do as the professor says)			
38		Student A: teacher, do we solve the exercises, the ones that are not listening exercises?	(students star reading the information that the learning object offers to them, they realize there are reading comprehension exercises)		
39	Yes Indira, that is part of the information that you will use to develop the listening activity.				
40		Student A: ok teacher.			
41		(Most of them use the online translator to know the meaning of			

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		the information they are reading)			
42	(teacher monitors the activity)				
43		Student H: teacher, come here please. mire, eso demora pa' cargar.	(the students asks the teacher to tell him why the internet is slow)		
44	Internet is slow, but you will have time to do it, don't worry.				
45		Student H: ya aparecio, ya cargo.			
46	It already load	(students nod in agreement)			
47	I am aware of the fact that the information is kind of long, but take your time.	(few students sniff at the professor's instruction) Student H: teacher, y si lo terminamos en la casa?			
48	Not at all, we have time to do it, but you are wasting it by talking to me, so start to work	(students start working)			
49	(teacher keeps monitoring the activity)		(students keep using the online translator to understand the information that is included in the learning object)	Deduction	Cognitive
50	(after 20 minutes, the professor asks them) have you finished yet?				
51		Student G: ten more minutes, please			
52	Because you say that it English, I'm giving you fifteen more minutes, but before you continue to work, have you found any difference between the last page or learning object and this one?	(students say "aaaaaahhhh")			

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53	(the professor laughs) now, how many sentences have you found that begin with capital letters?		(students whisper: “esta es como mas completa por la teoría que le dan a uno”, “no hay tantos ejercicios”)		
54	Pardon	(students seem confused with what the professor just say)			
55	(the professor realizes students don’t know the meaning of pardon, he repeats the word) Pardon, do you know what it is?			Inferencing	Cognitive
56		Student B: yo no teacher, sorry, I don’t teacher.			
57	It’s a polite way to say repeat	(students laugh)			
58	Got it?				
59	(he keeps monitoring the activity)	Overlapping: yes.			
60	Pardon (he does it intentionally to check whether they understood it)	Student A: yes teacher we got it.			
61	So, answer the question that I just ask, remember, any difference between this page and the one we use last class			Repeating	Cognitive
62		Student G: This is more complete.			
63	Ok, what else?	Student A: this one doesn’t include as many listening activities as the one we use last class.			
64	That’s right, any other observation?				
65	Danced	(students remain in silence)		Repeating	Cognitive
66	What about the objectives? Did the last one have objective? Or				

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	theoretical information about the exercise?				
67		(students whisper “no”, “nada”, “el otro solo traía los ejercicios y ya”)			
68	Pardon				
69		Student B: not, teacher, just the exercises.			
70	Ok, keep working		(students follow teacher instruction, as they are doing, one of the students whisper to his classmate in Spanish: “bacano que trae el audio y lo que dice en escrito”.)		
71	(the professor gives them fifteen minutes to finish, when the time is over, the professor start asking question about the exercise) Ok, the time is over, the first question, please. The question is Rhetoric is usually defined as?	(students stop working and look at the teacher)			
72		Student A: The answer is the art of persuading and pleasing people (she reads it well)			
73	Is that right?			Note taking	Cognitive
74		Yes (overlapping)			
75	Pardon.				
76		Student B: yes teacher, that is right.		Deduction	Cognitive.
77	Where did you find that answer?				

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78		Student A: teacher, the audio says that, it says that Rhetoric is the art of persuading and pleasing people			
79	Ok, the second question is Which of the options claims about the relationship between a good orator and his/her audience are made in the audio piece? Carlos, please.				
80		(students notice that it is almost 8 o'clock and start whispering: "ya son las 8, y yo tengo clase ahora", "cuantas preguntas faltan", "pero dile al profe") Student H: the answer is Making an emotional connection between speaker and audience is a good strategy.			
81	Really?				
82		Student H: yes teacher, I listen that in the audio.			
83	Great, I know that you have literature class right now, that is why the other two questions along with their answers you have to send them to me to my email, which you already know, in any case, (he writes it on the board) there you go...				
84		Student A: Ok teacher			
85	But before you leave, When do you think you can use this information? The information that was included in				

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	the page or learning object you were implementing today.				
86		(students seem to be thinking about their answers, because they remain in silence after the teacher makes the question, after 5 to 10 seconds one student answers) Student I: Teacher, cuando nos pongan a explicar algo.		Repeating	Cognitive
87	Excellent Charles; now try English, please...				
		(the student laughs and start thinking about the answer in English) Student I: teacher, how do you say nos pongan in English?		Inferencing	Cognitive
88	You can say when the teacher asks us to explain something, got it?				
89		Student I: yes, when the teacher asks us to explain something in English.			
90	Thank you Charles, what else, what is this information useful for?				
91		Student A: maybe, when we want to persuade (student stops) is that how you pronounce it teacher?			

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92	Yes dear, continue please...				
93		Student A: when we want to persuade someone, we can read this information and use it for that objective.		Monitoring	Metacognitive
94	That is right, well, it is 8 o'clock, I was told you have literature class now, thanks for being here, take care.				
95		Thank you teacher (overlapping).			

Appendix J
English lab observation transcript form 3.

<ul style="list-style-type: none"> Objective of the observation: Describe how the students interact with the LOs in the English lab sessions. 					
Date: October the 24 th 2013 English Class: Intermediate II Number of students: 15					
Turns	ROLES OF PARTICIPANTS		Students Interaction with LOs	Learning Strategies	Category
	What teacher says	What learners say			
1	Good evening everyone, how is your week going, have you finish your mid-term exams?				
2		(all of them make gestures of sadness) Student A: ay teacher, si supiera... (the other students sniff and start making questions: “ganaste el de linguistica”, “y el de didactica, que sacaste”, “yo lo pase raspado”)			
3	Well, taking about your duties, let me tell you that only three students remain without sending the questions and answers we	(Students mention the names of the ones that are absent in the class: “Jhonnatan”, “Charles” “y quien			

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	agreed you would do last class, and I guess that they are absent today, 'couse I don't see them here...	mas.. aah Neyerlines")			
4	Now, last class we were talking about rhetoric, which according to the information that was included in the learning object or web page we were using is... (he remains in silence waiting for them to answer)				
5		(the students start looking at their notebooks to answer the question) Student B: The art of persuading and pleasing people is the definition used in the audio piece.			
6	Excellent dear, you are totally right. Now, what we are going to be doing today has to do with phonetics, does it ring you any bells?				
7		(most of the students whisper: "¿Qué significa eso?, ¿que dijo el profe?") Student A: yes teacher, that is the class of teacher Cristobal Cruz.			
8	You are right Indira, (the professor realizes that most of the students ignore the meaning of that expression) but ring you any bells? ... ring you any bells is the same of	(Most of students start laughing.)			

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	sounds familiar... does it sound familiar to you? Ring any bells)				
9		(students understand the meaning, they whisper: "ah ya", "que si suena familiar", "que si suena conocido")			
10	Ok, that is why the objective of this class is for you to reinforce most of the contents that you learnt at you phonetic class, to do so, I want you to access this link (he shows them the link on the smart-board) https://oli.cmu.edu/jcourse/webui/guest/join.do?section=speech let me know when you are here, when you have this image on your screens, please (he shows them the image on the smart-board)				
11		Student A: teacher, el internet... sorry, the internet is very slow.			
12	As usual, well, let's give it a moment... (he starts walking around the English lab in order to check whether students have access to the link)				
13		ready teacher (overlapping)	(students waited for almost 3 minutes)		
14	(the professor goes to the back of the English lab in order to look at the screens, he realizes all of them access to the link) ok, now I want		(students behave well despite the internet problems, some of them finish doing it first and start listening to music from their		

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	you to sign up, (he points out the place where they have to click and start the process) here is where you have to click (he keeps showing them what to do in order to have them create their account, unfortunately, the internet connection is very slow and takes almost 30 minutes helping them do it.		cellphones)		
15			(students finish creating their accounts)		
16	Ok, now, please, in the space that is labeled "Register for a course" type this number 861123			Cooperating with classmates	Socio-affective.
17		(students follow teacher's instructions)			
18	Why do you need to type this code or number, because this web page or learning object allows you to save your progress at the moment of doing the activities, in other words, this is a course, and it depends on you, and in this case, on the internet, how long you will take to finish the first five units I want you to carry out. Besides, you can do it wherever you are as long as you have internet connection.				
19			(students seems interested in the		

			learning object, some of them whisper: “bacano que quede guardao”, “chebre que se pueda hacer desde la casa”)		
20	Now, how many units you can see there?				
21		Six (overlapping)			
22	Does any unit have subcategories or modules?				
23		Yes (overlapping)	(students understand the professor’s instruction by interacting with the learning object)	Monitoring	Metacognitive
24	This is what we are going to do, I want you to explore the first two units without solving any exercise, go through the first two units without solving anything, right?				
25		(as the teacher is explaining, they start plugging the headphones to the CPU)			
26	What are you going to do Angi?				
27		(she laughs and says to her classmate: “pero no se decirlo en ingles”, she says to her: “pero intenta”) Student C: ok teacher, we have to click the units and read the information...			
28	That is basically what you have to do, you have to click on every				

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	module of the units one and two (he represents the numbers with his hands) and read the information, don't develop (he makes the gesture of denying with his hand) any exercise, ok?				
29		Student C: Yes, teacher (she whispers to her friend "se me olvido eso", her friend says to her: "viste que si pudiste")			
30	Ok, you have ten minutes to do it.	Student: C: Teacher, el internet demora pa' cargar	(students take longer to read the information because of the internet problems)		
31	That I can tell, but have you gone through the whole unit 1?				
32		Yes (overlapping)			
33	Ok, let's finish that one, since you have gone over that unit you could see the two poems that were included there, right?				
34		Yes (overlapping)			
35	Well, all those words that are included in the poems were previously included in the modules this unit is made of, what I want you to do y to practice both the set of words and the poem, just one poem, the one you decide to work with. Is that clear?				

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36		Yes (overlapping)			
37	You answer too fast... (the teacher looks at them as he did not believe they understood what to do.				
38		(some students laugh) Student A: yes teacher, we have to practice or ...(pause) read or pronounce the words in the unit, and then practice the poems.			
39	Poemsssssss? (he stresses the sound S to verify whether the students realize there is just one poem they have to practice)				
40		Student A: aahh, is just one poem?			
41	I don't know, let's ask Jeffer...?				
42		Student D: yes Indira, one poem only.			
43	Right, you read the words that the unit one is made of and then you choose one poem and you practice, when you are ready let me know and you will read it to me.				
44		(students start practicing)			
45	(the professor monitors their practice, he pronounces some of the words to those students who asks him to do it)				
46			(students seem to be very motivated towards the learning object they are implementing,		

			actually, they say among each other: “Chevre que traiga palabras que uno no sabía que se pronunciaban igual”, “vacano que se puedan repetir las palabras pa’ saber cómo se pronuncian”, “pensé que esta palabra y esta otra se pronunciaban diferente”, Vacano porque te da la teoría y la practica”. students take almost 40 minutes practicing because both poems have tricky words)		
47	(teacher keeps monitoring the activity)				
48		(students use the online translator to understand the information that is included in the learning object)			
49	(after 40-43 minutes the professor asks) ready, are you ready?			Deduction	Cognitive
50		Student E: ten more minutes, please Student F: Yo ya estoy lista. Student A: teacher, I’m ready to go.			
51	Excellent, I’ll start with you and then I’ll go over your place Neyerlines. (the professor goes over student A)				
52		Student A: I chose the first one.			
53	Ok, start, please...				
54			(while the student is reading the poems, students keep practicing		

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			by using the learning object)		
55	Well done Indira, did you practice a lot to do it?			Inferencing	Cognitive
56		Student A: yes teacher, I did. Now I'll help Pao because she needs to practice a little bit more.			
57	(the professor goes over student F seat) Hi Neyerlines, are you ready?				
58		Student F: yes teacher. (she reads the poem but she certainly needs to improve)			
59	(the professor realizes she still needs to practice) Ok Neyerlines, let' try this, read the first paragraph to Yuli, and she will write down the words that you need to practice a little more. When you finish practicing the first paragraph, let me know and I'll come back. Right?				
60		Student F: me equivoque mucho teacher?			
61	Well, I recommend practicing your poem with a classmate, because maybe, you don't know what words you read wrong, but your classmate does.				
62		Student F: ok teacher.			
63	Are you going to practice with Yuli?				

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64		Student F: yes teacher, with Yuli.			
65	Ok, let me know when you are ready	(students realizes what the professor did with student F and whisper: “Bacano que el teacher de oportunidad”, “mira que el porfe le dejo a Neyelines leer de Nuevo”, que chevre que le diga a uno en que se equivoco para sacar una mejor nota, vamos a practicar así como el profe lo dice y me evalúas, estas pendiente en que me equivoco, ojo!”)			
66	(the teacher keeps monitoring students’ practice and correct them when he notices they misread a word).				
67		Student G: teacher, ya estoy, sorry, I’m ready.			
68	Ok Lady, (the teacher goes over Lady’s seat) start please.				
69		Student G: teacher, dejeme y yo se lo digo a Angi. (Student G reads the poem but she needs to practice, she realizes it and asks the teacher for another opportunity).			
70	Ok, just let me know when you are ready. Listen everyone, please, take your time to practice, some of you are reading it mentally, but you need to practice aloud, orally, try to read it to the classmate that is next to you, in that way you will				

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	notice the mistakes you make and them you can correct them.				
71		(students take ten more minutes practicing) Student F: Teacher, we need more time.			
72	Since you ask me that in English, I'll give you ten more minutes to keep practicing because I can tell you are taking advantage of this time I'm giving you. (The professor keeps walking around the English lab checking the way they practice, he notice that they are practicing with a classmate who writes the words are being mispronounced)				
73		Ok (overlapping)		Note taking	Cognitive
74	(11 to 13 minutes later) any volunteer?				
75		Student F: Me teacher.			
76	Ok Neyerlines, (the professor goes over Student F's seat) begin, please.			Deduction	Cognitive.
77		(the student F reads it and her performance improves)			
78	Good enough Neyerlines, did you see, it depends on you, you just have to find the proper strategy to develop your tasks.				
79		Student F: thank you teacher. (students notice Student F			

		performance has improved and they keep practicing and some of them say to the classmate they are practicing: “me dices en que me equivoco”, “parame bola pa ve’ que pronuncio mal”)			
80	Anybody else? Look, there are only ten minutes left for the class to finish, this is what we are going to do, since you are already familiar with unit one, now I want you to explore unit 2 at home, you already know the code (he points it out on the board: 861123) go home, practice the poem and explore unit 2, next class you will have to read me the poem and start practicing on the exercises that unit 2 includes, ok?	(students keep practicing)			
81		Ok teacher (overlapping)			
82			(One of the students says to one of the classmates: “mira que acá te explican como es que se identifica un sonido sonoro y uno sordo, yo eso no lo entendía, ya con el ejemplo que dan uno se ubica mejor, los dibujitos ayudan, verdad?”)		
83	Before you go home... do you think this learning object or web page is				

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	useful for you?				
84		Student A: Yes teacher, this is like the complement of the phonetic class we took in the second semester.			
85	You are right Indira, any other opinion?				
86		Student B: teacher, the audio is very clear and the information is important to... to...			
87	Improve ...				
88		Student B: yes, to improve our level of English.			
89	That is right, well, take care guys, see you next week, God willing.				
90		God willing (they repeat that as if they don't know the meaning of that expression) Student A: God willing teacher?			
91	Yes dear, God willing is the same of what we usually say in Spanish with the help of God.				
92		Aahhhh (most of them say that) bye teacher (overlapping).			

Appendix K
Learning Object: Gimme A Ring.



Gimme A Ring

"Gimme" is a very informal reduction that many people say for the words "Give me."
 What are some other common expressions that are reduced? (e.g. going to; got you;
 have to; has to; bet you; could have; did you; don't you; get you)

[Click here](#) for the Google search results of "phone etiquette tips."

Practice Exercises

- [Gimme A Ring Ex. 1](#)
- [Gimme A Ring Ex. 2](#)
- [Gimme A Ring Ex. 3](#)
- [Gimme A Ring Ex. 4](#)
- [Gimme A Ring Ex. 5](#)
- [Gimme A Ring Ex. 6](#)
- [Gimme A Ring Ex. 7](#)
- [Gimme A Ring Ex. 8](#)

This printable [answer key](#) is password-protected. See the instructor notes
 in the LINC 3 or 4 classroom activities books (2009) for more information.

Gimme A Ring Ex. 5

do and fill in all the gaps. Use capital letters, if necessary. Click "Check" to check your answers. Use the "Hint" button to get a free letter if an answer is giving you trouble. Note that you will lose points if you ask for hints!

[gimme.ring.pt3.mp3](#)

n't it. I just can't believe it.

> you what? You don't know I am angry?

did I ?

n't ? I told you this morning.

I try to talk to you? You don't .


t up on me!

[Check](#)

[Hint](#)


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Appendix L
Learning Object: Speeches and speech-making.


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Speeches and speech-making



This unit explores an aspect of language use where 'voices' and 'texts' converge: the...

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Speeches and speech-making

Introduction

The terms 'voice' and 'text' are multifaceted. Both have a wide range of possible meanings in everyday speech and academic usage. You may encounter the two words used in a variety of ways, in connection with different subjects, and they won't always mean exactly the same thing. In the following sections we will explore the shifting meanings and associations of 'voice' and 'text', and then examine the way the two terms come together in a particular kind of language use: speeches and speech-making.

One of the best ways to uncover the various meanings of concepts like 'voice' and 'text' is through engaging in activities where you can see the terms being used, and this is what we are about to do.



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Speeches and speech-making



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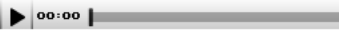



3 Speeches and speech-making

To round off this initial exploration of our key terms, we will look at an aspect of language use where voices and texts converge. The ancient art of rhetoric, in which a speaker employs eloquent devices to achieve persuasive effects, was an important element of a university education in the Middle Ages, and it is still very much alive today in the public sphere. Speeches by figures such as politicians are usually carefully crafted affairs, designed to be spoken, but relying on a written script. Analysing the construction of a speech, and its manner of delivery, can give interesting insights into the techniques of rhetoric, but what matters most of all in any situation where a speech is being made is the audience. The audience, and therefore the context for and the purpose in speaking, will shape not only what is said, but how it is said.

The idea of 'audience' is, of course, crucial in any form of communication, and as you work through this unit you will frequently be thinking about the audiences (or readers) for written texts. But for the purposes of the next activity we will move away from the printed page so that we can listen to some examples of famous speeches, and begin to analyse their effects.

Listen to the following audio, 'Speeches and speech-making', and then answer the questions below.


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Question 1

Rhetoric is usually defined as:

☐ a) the art of the possible.
 ☐ b) the art of persuading and pleasing people.
 ☐ c) the art of prediction.

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Appendix M
Learning Object: American English Speech.

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Module 3 / Foundation in Sounds

LEARNING OBJECTIVES

Identify individual sounds within a word.

Use the guidelines for syllabification to correctly divide words.

Articulate the voiced and voiceless consonants.

Articulate the aspiration and unaspiration of the three stop-plosive consonants.

[Sounds Represented](#) 7

[Sounds Sounded: Voiced and Voiceless Consonants](#) 8

[Sounds Divided: Syllables](#) 9

[Sounds Exploded or Sounds Held](#) 10

*Appendix L**Tables.***Table 1 Learning strategies with their categories**

Category	Metacognitive	Cognitive	Socio-affective.
Strategies	Planning	Inferencing	Cooperating with classmates
	Monitoring	Repeating	Questioning the teacher for clarification.
	Evaluating	Deduction	Applying specific techniques to lower anxiety.
	Problem solving	Imagery	
		Elaboration	
		Note taking	
		Translation	

Table 2. Old English stage (“English Teaching Professional,”1998).

Four decades ago format	
Stages	Type of activity
<ul style="list-style-type: none"> • Pre-listening: 	<ul style="list-style-type: none"> ✓ Pre-teaching of all important new vocabulary in the passage.
<ul style="list-style-type: none"> • Listening: 	<ul style="list-style-type: none"> ✓ Extensive listening (followed by general questions establishing context). ✓ Intensive listening (followed by detailed comprehension questions).
<ul style="list-style-type: none"> • Post-listening: 	<ul style="list-style-type: none"> ✓ Analysis of the language in the text (why did the learners use the present perfect) ✓ Listen and repeat: teacher pauses the tape, learners repeat word.

Table 3 Current English stages (Field John, 2002).

Today's format	
Stage	Type of activity
<ul style="list-style-type: none"> • Pre-listening: 	<ul style="list-style-type: none"> ✓ Set context. ✓ Create motivation. ✓ Establish the objective of the lesson.
<ul style="list-style-type: none"> • Listening: 	<ul style="list-style-type: none"> ✓ Extensive listening (followed by questions of context and attitude). ✓ Preset task/preset questions. ✓ Intensive listening. ✓ Checking answers.
<ul style="list-style-type: none"> • Post-listening: 	<ul style="list-style-type: none"> ✓ Examining functional language ✓ Inferring vocabulary meaning.

Table 4 Interview questions (Hernandez Sampieri, Fernandez Collado, & Baptista Lucio, 2010)

Type of questions	Features
General questions	Usually state global ideas
Example questions	Ask for an example
Questions of structure	ask for a list of items
Contrast questions	Inquire about similarities and differences with a convergent point

Table 5 Specific Objectives with its techniques and instruments

Specific Objectives	Techniques	Instruments
<ul style="list-style-type: none"> Describe the different types of listening activities in the English class. 	Interview (professor) Focus group (students) Observations	Transcriptions of the interviews and observations.
<ul style="list-style-type: none"> Describe the LOs that are implemented into the English lab sessions. 	Focus group (students) Observations.	Transcriptions of the interview and observations.
<ul style="list-style-type: none"> Describe how the students interact with the LOs in the English lab sessions. 	Interview (professor) Focus interview (students) Observations	Transcription of the interviews and observations.
<ul style="list-style-type: none"> Describe how the students' performance is at both their English classes and English lab sessions once they have been exposed to learning objects. 	Interview (professor) Focus interview (students) Observation	Transcription of the interviews and observations.

Table 6 Class observation Excerpt 1

Turns	ROLE OF PARTICIPANTS		Learning Strategies	Category
	What teacher says	What learners say		
1	So... about the last class why weren't you here? (He remains quiet waiting for students to pay attention to him. He sets everything-looking for markets, looking for the attendance sheet, setting the speakers and the tablet- in order to start the class. He takes five minutes to do it).	(None of the students answers and keep interacting in mother tongue)	None	
2	(Teacher takes the attendance.)	(as he does it, students keep interacting in their mother tongue)		
3	So listen, last class were a lot of people absent, didn't come to class just (he looks at the attendance sheet) ...two , four, six, seven students came to class. And last class I was explaining about some topic that we are going to be working on, and although you were absent I am going to continue with the explanation because the reason is that you have to come to class why you didn't come to class? Last class? Why?			
4		Student A: I took my son to a doctor appointment. (the other	None	

		students remain in silence)		
5	So, so, why? Don't forget to come. So, I was explaining the last class present perfect. (He starts writing on the board) What was the other topic I was explaining?			
6		Student A: past	Deduction	Cognitive
7	Past. What's the past? Past?			
8		Student A: perfect	Deduction	Cognitive

Table 7 Class observation Excerpt 2

Turns	ROLE OF PARTICIPANTS		Learning strategies	Category
	What teacher says	What learners say		
13	That..eh .. who brings computer here? (it seems like when he was setting the speakers with the tablet (iphad) something went wrong and he is looking for a laptop to mend the problem) Nobody			
14		Student A: No lo traje.	None	
15	It's ok, so, what I'm going to continue explaining is about past simple but just about regular ...verbs (teacher writes on the board). Remember that there are some rules about this one that remains with ed at the end. There are some specific sounds t the other one is d, and id. So... (he interrupts the class to check whether the problem with the tablet was solved)	(As a result, students get distracted due to the pause and start using their mother tongue to interact)		
16	So let's listen this about ed pronunciation of regular verbs ... and let's try to identify what are those words that they pronounce. (the audio is really bad, besides, although he tries to establish the pre-listening stage by setting the context, it is recommended to ask one or two students what they are going to do in order to check whether students are focused on the class).	When the audio is played, one of the students asks her classmate in mother tongue: Qué hay que hace'? the other student answers: Escucha' lo que el teacher esta poniendo. (The audio is bad, students get distracted again and start interacting in mother tongue, some of them ask their classmates for explanation of the exercise and others talk	Cooperating with classmates	Socio-affective.

		to each other about something different to the class).		
--	--	--	--	--

Table 8 Class observation Excerpt 3

Turns	ROLES OF PARTICIPANTS		Learning strategies	Category
	What teacher says	What learners say		
46	Walked, this one (he points out other verb) work			
47		Student B: Work	Repeating	Cognitive
48	In past...?			
49		Students: Worked (Based on the previous example, several students answer)	Deduction	Cognitive
50	worked			
51	This one (he points out other verb) die...? (the target verb is irregular which is barely an accurate example to regular verbs)			
52		Student B: Died	Deduction	Cognitive
53	It's necessary just to add the last one letter, just d			
54	Carry. We change this letter (he points out the letter y because it is preceded by..?)			
55		Student B: Consonant	Inferencing	Cognitive

56	Consonant, and add ed . What's the pronunciation of this one?			
57		Student B: Carried	Inferencing	Cognitive
58	Carried. What's the pronunciation of this one? Marry. It is the same			
59		Students: Married (but they read that wrong)		
60	Repeat please.			
61		Married (they keep reading the verb wrongly)	Repeating	Cognitive

Table 9 Class observation Excerpt 4

Turns	ROLE OF PARTICIPANTS		Learning strategies	Category
	What teacher says	What learners say		
91	This word, smell, what does it mean smell?	(one of the students whispers “oler”)		
92	What’s the answer?			
93		Student A: Oler	Monitoring	Metacognitive
94...	Yes!, when you arrive to your girlfriend’s house and her mother is making cookies and it smells something good, you say mmmmm, it smells so good, smelled, but about this sound which of this words can you hear is the pronunciation?			
98	<p>It’s D, yes, that’s right. Smelled.</p> <p>(he plays the audio again so that students listen to the track that explains the pronunciation of smell) ... (he pauses the audio) let’s stop and say: I visited ... (long pause) New York city , I visited, I visited New York city.</p> <p>(he plays the audio again)... (he pauses the audio) the example of this one, what they say is that American people use to make different kind of pronunciation. Try</p>			

	to put your hand over here (he points out his throat) so, pronounce Fake, Fake			
99		(Most of Students remain in silence writing what is on the board and none of them put their hands on their throats.) Fake. (few of them repeat)	Note taking	Cognitive
100	Fake, Fake (he insisted on repeating so that students do the same)			
		Fake, Fake (students repeat in group)	Repeating	Cognitive.
101	Can you feel that your ... hand? it has a vibration. It's not like when you pronounce something you don't feel nothing here ... Pronounce ... say, this one f and s, it has not vibration here (he pronounces the letters several times in order for students to see it is voiceless) F, F, F, S, S, S. It's different when you say B, B. Put your hand on your throat, do it and say B			
102 ...		Student A: B(most of the students do what the teacher is asking them to	Repeating	Cognitive

		do, that is repeating and placing their hands on their throats)		
115	It's d (He plays the track one more time)(sentences according to the topic)	(Overlapping) (Some of them say `d` , The other ones say `t`)		
116	What's the meaning of this expression?(he asks the students the meaning of clear up)	(None of them answers)		
117	(He writes on the board a sentence from the track). She cleared it up, according to the audio ; What's the meaning of clear up?	(Some of them give wrong meanings like : ordenar ,limpiar)(that means aclarar)	Translation	Cognitive

Table 10 Class observation Excerpt 5

Turns	ROLE OF PARTICIPANTS		Learning strategies	Category
	What teacher says	What learners say		
77	<p>One vowel, but here we have the same, consonant, consonant and vowel, but it's not necessary to write down this one like this, show because it is showed. There is an exception with this one that ends in w. yeah, but about this one... is different, consonant, vowel and consonant. It's necessary to add the last one and add ed. But here, rule is similar to this one, w and x it's not necessary to do anything. (he points out one of the example where it is needed to double the final consonant plus ed)</p> <p>Say wash... what's the pronunciation to past?</p>			
78		Student B: Washed.	Inferencing	Cognitive
79-25:	Washed, that's t.			
80		Student B: Washed.	Repeating	Cognitive
81	Watched, play			
82		(Student B: whispers played)		
83	When we have letter y preceded by vowel we have just add ed, but when we have letter y preceded by			

	consonant...(writes and points out the example) we change and add I and add ed, jump... ed, what's the pronunciation of this one...?			
84		(overlapping)		
85	Jumped, this one (he points out jumped) is this one (he points out the column t) or this one (he points out letter d)			
86		Student B: jumped	Repeating	Cognitive
87	What's the sound...? Jumped (he reads the verb in three ways t,d and id, so that students identify the correct one)			
		Several students: Jumped (they read the verb well)	Inferencing	Cognitive
88	There are not more, so this is a good exercise. I'm going to try to listen to the tracks again just to listen the volume...(he tries to play the track by plugging the speakers to his cellphone)	(students start interacting in their mother tongue)		
89	Ok... listen... so about this one... (the audio finally works and he starts explaining to the class the topic by using the track. He pauses it, explain to them what the audio says, then continues reproducing the audio file) want, the example is I want... what's the pronunciation...? I want... I want ... so when you are trying to			

	pronounce this it's necessary to join these words... it's necessary to join these words because sounds are better, it's easier when we are trying to pronounce this... I wanted to wait. It's not the same to say I – wanted – to – wait. You must stop three times ... I – wanted – to – wait. It's different if you say I wanted to wait, I wanted to wait. That's the reason why there are people from American English and British English with a different kind of pronunciation. This is the reason. What...? So listen to this. (he pauses plays the audio again). So, what's the sound of this one...? What's the letter t, d or id?			
90		(overlapping)		

Table 11 English lab observation Excerpt 1.

Turns	ROLES OF PARTICIPANTS		Type of activity
	What teacher says	What learners say	
10	As usual, You should try to improve your English by taking advantage of every single opportunity you have.	(Student B nods)	
11		I now teacher.	
12	For instance, what would you answer if I gave you a call? (the professor pretends to be dialing Jhonnatan's number) Hi, good afternoon, can I speak to Jhonnatan?	(the students are interested in the example the professor is setting)	Creating motivation
13	(as the student B answers, the professor nods along)	Student B: Hi, I am Jhonnatan.	Creating motivation
14	Hi, Jhonnatan, I just want to give you a ring in order to know about you...	(student B seems confused)	Creating motivation
15	Do you know the expression give me a ring? I mean, this is a question for everybody, do you know the meaning of the expression give me a ring?	(Few students nod in agreement, the rest of them are quiet.) Student A: yes teacher, I know.	Creating motivation
16	Well, can you tell Jhonnatan the meaning of give you a ring?	(most of the students are interested in knowing the meaning of that expression because they are both quiet and looking at the student A) Student A: yes, Jhonnatan is when somebody calls you.	Creating motivation

17	Or phone you, isn't it? (the professor makes the gesture of having a phone on his hand as he express his sentence)		Creating motivation
18		Student B: Ya sé que es profe.	
19	Your Spanish is perfect Jhonnatan, it's like wine, it gets better and better.	(All the students laugh) Student B: I know teacher (student B laughs as he speaks)	
20	A question for everyone, what comes to your minds when you hear the words phones, call, ring and phone calls?		Setting the context.
21		Student C: I think in cellphones.	
22	Great Angie, You think of cellphones, you think of cellphones. Or perhaps, you think about somebody will call you...		Setting the context.
23		(student D interrupts the professor) Student D: or taking the message	

Table 12 English lab observation Excerpt 2.

Turns	ROLE OF PARTICIPANTS		Type of activity	Learning Strategies	Category
	What teacher says	What learners say			
24	That's right Pao, that is why the objective of the listening exercise that we will be doing today is related to taking a message from a phone call in order to identify how well is your performance at doing it. Jeffer, explain to your classmates what you have to do because I totally forgot it, please.	(Most of the students nod as the professor explain the activity, the rest of them seem confused)	Establishing the objective of the lesson.	Monitoring	Metacognitive
25		Student C: Jeffer is lost teacher.		None	
26	I kind of see that coming, do you know why Jeffer? (he pauses to let the student answers the question, but he avoid eyes contact) well Jeffer, the point is that when I was explaining you were looking at the screen of your computer, weren't you?			Monitoring	Metacognitive
27		Student E: yes			

		teacher, I know.			
28	What we are going to be doing today is a listening activity that has to do with taking messages from a phone call, by doing this you will know how good you are at taking a phone call. Is that clear? And please, complete answers, full answers, not just yes, not, studying, playing... Got it?		Establishing the objective of the lesson.	Monitoring	Metacognitive
29		Student E: Yes, now I know what to do (Students nod in agreement)		Evaluating	Metacognitive

Table 13 English lab observation Excerpt 3.

Turns	ROLES OF PARTICIPANTS		Type of activity
	What teacher says	What learners say	
30	Perfect, to do so, please log on the following link (he writes the link on the board) http://www.settlementatwork.org/lincdocs/linc4/banking.customer.service.phones/gimme.ring/index.htm and develop the first five exercises.		Presetting task/Presetting questions.
31-35		Student D: Ok teacher, but I forgot my headphones	
36	(the teacher monitors the activity by walking around the class)	Student A: teacher, we just click in the audio and solve the questions? (all the students look at the professor to know his answer)	Presetting task/Presetting questions.
37	Yes dear, you listen to the man on the phone, then, you solve the question based on what you've heard.	Student A: easy (students nod in agreement)	Presetting task/Presetting questions.

Table 14 English lab observation Excerpt 4.

Turns	ROLES OF PARTICIPANTS		Type of activity
	What teacher says	What learners say	
38	(The teacher goes over each one of the students to make sure the audio is working properly, unfortunately, he has to move two students from their computers because the audio card is broken, he asks one of the students to use the computer that is assigned to the professor, and gives his laptop to the other student to develop the listening activity).		
39		(They listen to the audio and start making gestures like they had problems to understand the oral text.)	Intensive listening
40	Please, if you have troubles to understand the audio, try to identify words that you will probably use in phone call, or you can write the words that you listen from the audio, or look at the questions and see if you can listen to some of the		

	words that are included in those questions.		
41		(Most of them listen to the oral text again and make notes about the audio. They seem to have a better understanding of the oral text)	Intensive listening
42	(teacher continues monitoring the activity) How are you doing?		

Table 15 English lab observation Excerpt 5.

Turns	ROLES OF PARTICIPANTS		Type of activity
	What teacher says	What learners say	
77	Thank you Jhonnatan, gimme the first answer... please. Let Neyerlines read the question for you		Checking answers
78		Student F: ok, (she asks one of ther classmates “cual es la pregunta?” The students answers “la primera”) (the question is: What does Chris think Katie is doing? But she reads it wrong)	Checking answers
79	Ok Neyerlines, repeat, what does...?	(she repeats the question well)	Checking answers
80	Thank you Neyerlines, Jhonnatan, please, your answer is		Checking answers
81		Student B: studying (most of the students say “complete answers Jhonnatan”)	Checking answers
82	That’s right, try complete answers Jhonnatan, please.	Student B: (he starts writing the answer) ok teacher Chris think that Katie is studying.	Checking answers
83	ok Jhonnatan, great, Chris thinks Katie, Chris thinks Katie is studying. Repeat it please		Checking answers
84		Student B: (whispers to one of his classmates “se me olvido la	Checking answers

		S) ok teacher, (he repeats it better) thank you.	
85	That is the answer, is that what you have?		Checking answers
86		Student A: yes, that is.	Checking answers
87	Excellent, let's go to the next question, any volunteer?		Checking answers
		(3 students show their hands as a sign they want to participate)	Checking answers
88	Yulieth, please, share with us the answer to the question that Yessica is going to read.		Checking answers
89		Student G: What does Chris mean when he says to Katie, "I won't keep you?" (she reads the word SAYS wrong)	Checking answers
90	Ok Yeka, What does Chris mean when he says, when he says to Katie, when he says to Katie "I won't keep you?" (the professor repeats the question so that the student identifies the mistake) Repeat the question Yeka.	(The student pays attention to the professor and nods as she listens)	Checking answers
91		What does Chris mean when he says to Katie, "I won't keep you?" (she reads it well this time)	Checking answers
92	What's the answer Yuli?		Checking answers
93		Student H: He wants a short conversation. (She answers the question well)	

94	Who wants a short conversation Yuli? (he asks the question to make the student aware of what she is answering)		Checking answers
95		(she thinks about the answer, takes a moment to do it) Christ teacher.	Checking answers
96	That's right Yuli, is that the answer to the second question.		Checking answers
97		Yes teacher (overlapping)	Checking answers

Table 16 English lab observation Excerpt 6.

Turns	ROLES OF PARTICIPANTS		Students Interaction with LOs
	What teacher says	What learners say	
38		(some students laugh) Student A: yes teacher, we have to practice or ... (pause) read or pronounce the words in the unit, and then practice the poems.	
39	Poemsssssss? (he stresses the sound S to verify whether the students realize there is just one poem they have to practice)		
40...44		Student A: aahh, is just one poem?	
45	(the professor monitors their practice, he pronounces some of the words to those students who asks him to do it)		
46			(students seem to be very motivated towards the learning object they are implementing, actually, they say among each other: "Chevre que traiga palabras que uno no sabía que se pronunciaban igual", "vacano que se puedan repetir las palabras pa' saber

			cómo se pronuncian”, “pensé que esta palabra y esta otra se pronunciaban diferente”, Vacano porque te da la teoría y la practica”). students take almost 40 minutes practicing because both poems have tricky words)
47	(teacher keeps monitoring the activity)		
48		(students use the online translator to understand the information that is included in the learning object)	
49... 51	(after 40-43 minutes the professor asks) ready, are you ready?		
52		Student A: I chose the first one.	
53	Ok, start, please...		
54			(while the student is reading the poems, students keep practicing by using the learning object to solve the activity)

Table 17 English lab observation Excerpt 7.

Turns	Roles of Participants		Students Interaction with LOs
	What teacher says	What learners say	
80	Anybody else? Look, there are only ten minutes left for the class to finish, this is what we are going to do, since you are already familiar with unit one, now I want you to explore unit 2 at home, you already know the code (he points it out on the board: 861123) go home, practice the poem and explore unit 2, next class you will have to read me the poem and start practicing on the exercises that unit 2 includes, ok?	(students keep practicing)	Students keep implementing the learning object in order to solve the target activity.
81		Ok teacher (overlapping)	
82			(One of the students says to one of the classmates: “mira que acá te explican como es que se identifica un sonido sonoro y uno sordo, yo eso no lo entendía, ya con el ejemplo que dan uno se ubica mejor, los dibujitos ayudan, verdad?”)

83	Before you go home... do you think this learning object or web page is useful for you?		
84		Student A: Yes teacher, this is like the complement of the phonetic class we took in the second semester.	
85	You are right Indira, any other opinion?		
86		Student B: teacher, the audio is very clear and the information is important to... to...	
87	Improve ...		
88		Student B: yes, to improve our level of English.	

Table 18 English lab observation Excerpt 8.

Turns	ROLES OF PARTICIPANTS		Learning Strategies	Category
	What teacher says	What learners say		
55	Well done Indira, did you practice a lot to do it?			
56		Student A: yes teacher, I did. Now I'll help Pao because she needs to practice a little bit more.	Cooperating with classmates	Socio-affective
57	(the professor goes over student F seat) Hi Neyerlines, are you ready?			
58		Student F: yes teacher. (she reads the poem but she certainly needs to improve)	Evaluating	Metacognitive
59	(the professor realizes she still needs to practice) Ok Neyerlines, let' try this, read the first paragraph to Yuli, and she will write down the words that you need to practice a little more. When you finish practicing the first paragraph,		Monitoring	Metacognitive

	let me know and I'll come back. Right?			
60		Student F: me equivoque mucho teacher?		
61	Well, I recommend practicing your poem with a classmate, because maybe, you don't know what words you read wrong, but your classmate does.		Monitoring	Metacognitive
62		Student F: ok teacher.		
63	Are you going to practice with Yuli?			
64		Student F: yes teacher, with Yuli.		
65	Ok, let me know when you are ready	(students realizes what the professor did with student F and whisper: "Bacano que el teacher de oportunidad", "mira que el porfe le dejo a Neyelines leer de Nuevo", que chevre que le diga a uno en que se equivoco para sacar una mejor nota, vamos a practicar así como	Evaluating/ problem solving	Metacognitive

		el profe lo dice y me evalúas, estas pendiente en que me equivoco, ojo!”)		
66	(the teacher keeps monitoring students’ practice and correct them when he notices they misread a word).		Monitoring	Metacognitive
67		Student G: teacher, ya estoy, sorry, I’m ready.		
68	Ok Lady, (the teacher goes over Lady’s seat) start please.			
69		Student G: teacher, dejeme y yo se lo digo a Angi. (Student G reads the poem but she needs to practice, she realizes it and asks the teacher for another opportunity).	Problem solving	Metacognitive.

Table 19 English lab observation Excerpt 9.

Turns	ROLES OF PARTICIPANTS		Learning Strategies	Category
	What teacher says	What learners say		
74	(11 to 13 minutes later) any volunteer?			
75		Student F: Me teacher.		
76	Ok Neyerlines, (the professor goes over Student F's seat) begin, please.			
77		(the student F reads it and her performance improves)	Evaluating	Metacognitive
78	Good enough Neyerlines, did you see, it depends on you, you just have to find the proper strategy to develop your tasks.			
79		Student F: thank you teacher. (students notice Student F performance has improved and they keep practicing and some of them say to the classmate they are practicing: "me dices en que me equivoco", "parame bola pa ve' que pronuncio mal")	problem Solving	metacognitive